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URBAN DEVELOPMENT ASSISTANT PROJECT. INTERIM REPORT.

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THE NEED FOR CITY PLANNING PERSONNEL AT THE SUBPROFESSIONAL LEVEL LED TWO JUNIOR COLLEGES IN THE BALTIMORE AREA TO JOIN THIS PROJECT. WRITTEN AT THE END OF THE 2D YEAR OF THE PROGRAM, THE REPORT DESCRIBES AND APPRAISES A 2-YEAR JUNIOR COLLEGE CURRICULUM TO TRAIN URBAN RENEWAL ASSISTANTS. THE POTENTIAL VALUE OF THE URBAN COLLEGE AS A TRAINING INSTITUTION FOR PUBLIC SERVICE CAREERS WAS ATTESTED TO BY THE PROGRAM. THE ATTRITION RATE CONFORMS TO THAT OF MOST COLLEGES, AND FAILURE SEEMS MORE IN ACADEMIC SUBJECTS THAN URBAN DEVELOPMENT COURSES, WITH PART-TIME STUDENTS PERFORMING BEST. THE CURRICULUM CONSISTS OF 17 URBAN DEVELOPMENT, RELATED AND GENERAL EDUCATION COURSES. SPECIFIC COURSE REQUIREMENTS ARE OUTLINED, AND IT IS SUGGESTED THAT COURSES BE EVALUATED FOR OVERLAP. BETTER TIMING AND A BASIC TEXT IS NEEDED FOR THE SURVEY COURSE. MORE FIELDWORK AND BETTER COORDINATION BETWEEN COMMUNITY AGENCIES AND EDUCATIONAL INSTITUTIONS ENGAGED IN URBAN STUDY PROGRAMS WOULD PROVE VALUABLE. DEVELOPMENT OF THE CURRICULUM IS PRIMARILY DEPENDENT UPON JOB DESCRIPTIONS. THE DIFFICULTY IN RECRUITING STUDENTS LED TO DISCUSSION OF PROMOTION TECHNIQUES. APPENDIXES GIVE JOB AND COURSE DESCRIPTIONS. (DE)

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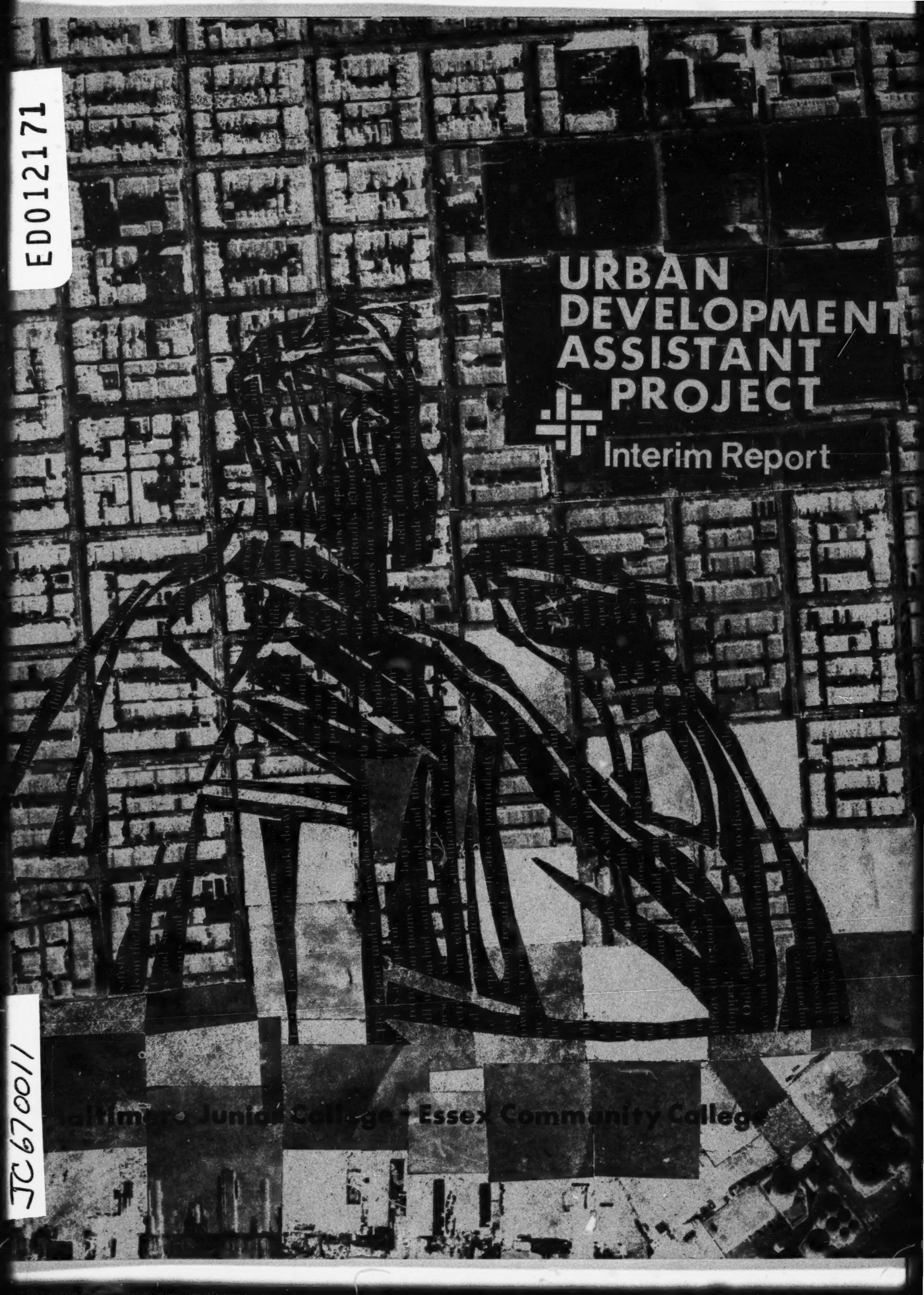
URBAN DEVELOPMENT ASSISTANT PROJECT

Interim Report



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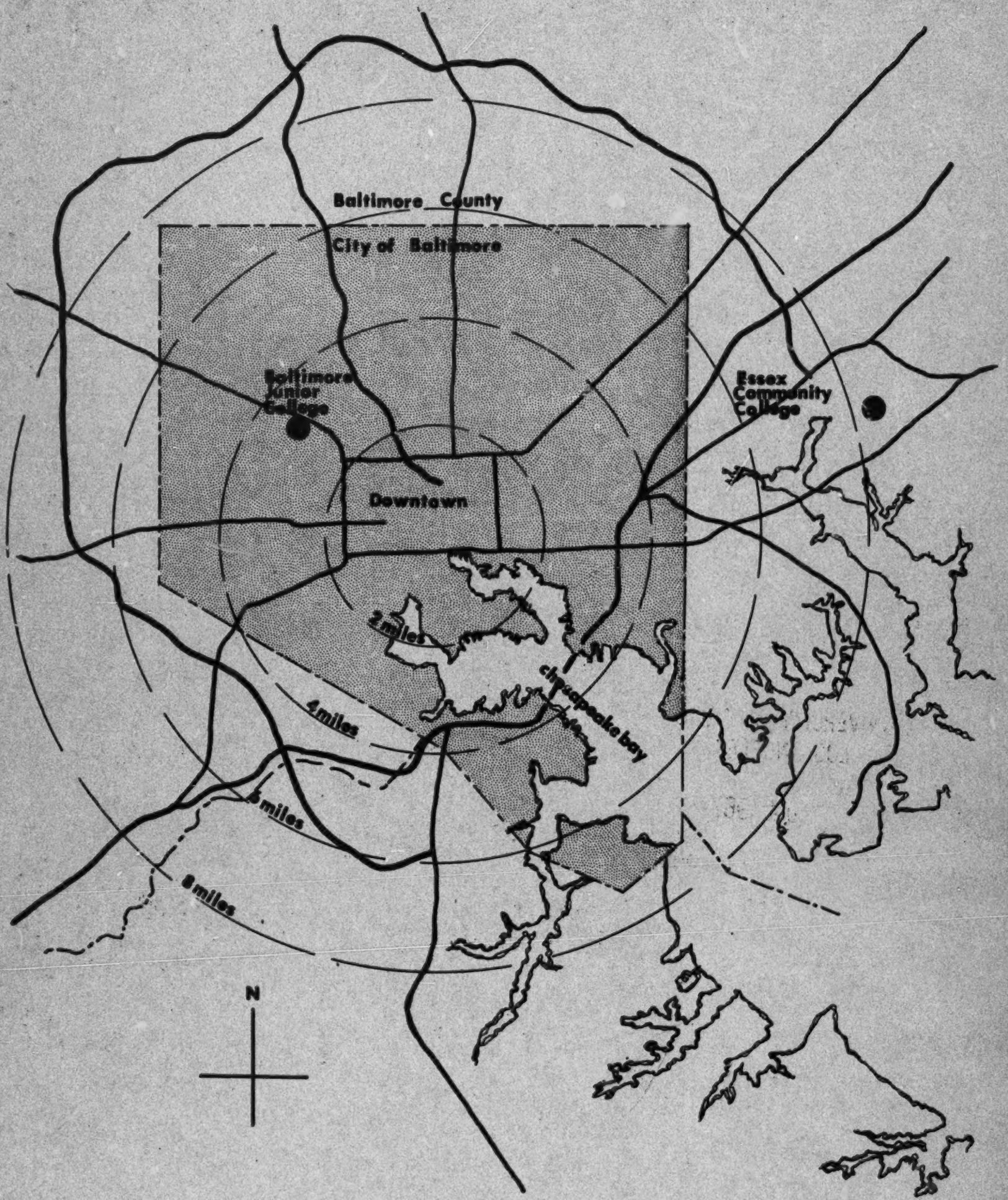
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URBAN DEVELOPMENT ASSISTANT PROJECT

INTERIM REPORT

The purpose of the project described in this report is the design and demonstration of a two year junior college curriculum to train assistants to city planners and to professional personnel in urban development and renewal.

June 1966

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Greater Baltimore Committee

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SUMMARY OF FINDINGS

The Urban Development Assistant Project was started in April 1964 in two community colleges of the Baltimore area: Essex Community College and Baltimore Junior College. The administration of this three-year-pilot demonstration project is financed by the Urban Renewal Administration and, locally, by the Baltimore Regional Planning Council and the Greater Baltimore Committee. It was established for the purpose of developing and testing a two-year junior college curriculum to train persons as sub-professional assistants to professional personnel in the fields of urban renewal, city and regional planning, and community development.

After two years of operation, a number of procedures have been well established and a tentative evaluation is offered in terms of results obtained thereby.

The organizational structure of the project includes:

The Project Director whose responsibilities extend into all phases of the operation of the project.

An Advisory Board composed of members representing fields of urban development, education and personnel.

Part-time instructors who teach the specialized urban development courses and who are, for the most part, professional planners.

The administration of the project includes a number of relationships with sponsoring agencies, the two colleges, local agencies and the community at large.

The development of the curriculum is primarily dependent upon the descriptions of jobs for which graduates will qualify. Original and current surveys have refined these descriptions and have resulted in the establishment of local civil service classifications. Curriculum development is based on the following criteria:

(a) A two year program concerned with training the sub-professional planning and renewal specialist.

(b) The possibility of broadened and advanced training for those who so desire.

The two-year A.A. degree curriculum has undergone continuous revision and is now scheduled to include a total of:

14 credits in specialized Urban Development courses
3 credits in Statistics
3 credits in Economic or Urban Geography
6 credits in Political Science
6 credits in Sociology
30 credits in general education courses and physical education.

The summer field work program requires students to work in planning and renewal agencies or private firms during the summer between the two college years. This activity has indicated so far that the training program is adequate for work expected of sub-professional planning assistants.

A tentative evaluation of the entire academic program within the framework of preliminary job descriptions has led to two conclusions:

(a) The type of assistant needed must be defined by the professionals in the area.

(b) The curriculum must stem from this job analysis.

Only a relatively small number of students have been attracted to this program. Publicity and recruitment practices need to be intensified at all levels.

A significant pool of sub-professional personnel can be established by recruiting older and part-time students, including those already employed in planning and renewal agencies.

The project has had ramifications which extend beyond its original scope, in terms of focusing the attention of other institutions of higher learning on urban affairs, as well as by providing means for planning certain programs of community action.

Finally, it is proposed that, after two years, the Urban Development Assistant Project has effectively developed the training program and has already successfully tested it.

PART I

Introduction and Background

INTRODUCTION

The understanding and control of the explosive growth of urban regions in the United States may well be the most crucial factor in determining the progress of this country within the next few decades, if not its very survival as a democratic nation. Barbara Ward has compared the threat of such growth to that of the nuclear bomb, by stating that ". . . the revolution of rising population; . . . the technological revolution; . . . the revolution of rising expectations . . . have converged on the old static city and blown it to smithereens."[1]

The awareness of these social and economic forces and the concern for channeling them into orderly processes is apparent at all levels of government. They have given rise to a proliferation of agencies whose purposes are to meet the problems of the city of today, and to prepare for the challenges of the megalopolis of tomorrow. At the hub of many of these activities stands the city planner. Once concerned mainly with land use planning and its implementation through zoning ordinances and subdivision regulations, he is now besieged with social, economic and political problems of a magnitude which, at times, seems beyond control. These new dimensions have required that the planner expand his horizons to include such approaches as project planning for urban renewal, electronic data processing, community organization, social planning, etc. Obviously, he can do his own job well and relate to other fields only with the aid of a well-trained staff, including professional colleagues and sub-professional assistants and technicians.

Unfortunately, planning education has not kept up with the demands for such personnel. While the planning schools are graduating an increasing number of persons with a Master's degree in City Planning, what has been accomplished so far has been to train "the man at the top". The vacuum below him must often be filled with hastily recruited subalterns whose skills are developed by on-the-job training. As a result, the already overburdened planner is forced to deal with a myriad of lower level details and thus is restricted from devoting his full attention to the planning process for which he was trained. The question should then be raised and, by all rules of logic affirmatively

[1] "The City May be as Lethal as the Bomb", Barbara Ward, *New York Times Magazine,* April 19, 1964.

answered, as to whether this process would not be accomplished much more effectively by a team composed of members especially trained for particular jobs, not unlike teams which operate, for example, in the medical or engineering fields.

In an attempt to relate this need for planning personnel at the sub-professional level, as expressed by the planners themselves, to the "career training" educational movement in community colleges, two junior colleges in the Baltimore area have joined in the Urban Development Assistant Project. The purpose of this project is to develop, test and report on a two-year junior college program to train assistants for work in city planning, urban renewal, and related activities. Based upon feasibility research carried on locally and nationally in 1961[2], this project is designed to:

(1) establish an appropriate curriculum;
(2) test this with students enrolled in two different institutions;
(3) evaluate the effectiveness of this program, particularly as it leads to employment of the graduates in local agencies;
(4) issue a report on the results thus obtained.

The training grounds are two community colleges. The testing grounds are planning and urban renewal agencies in metropolitan Baltimore, a typical large eastern urban area, which includes a highly industrialized city and its surrounding suburban counties.

It is now the purpose of this report, written at the end of the second year of the project, to attempt a preliminary evaluation of the results thus obtained. An effort will be made to demonstrate the potential value of the urban community college as a training institution for public service careers at the sub-professional level. It will also be shown that, in so doing, colleges inevitably find themselves confronted with many challenges involving "town and gown", pointing to the need for a more active role to be assumed by such institutions of higher learning in the affairs of their communities.

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[2] Moses S. Koch, *Procedures for Developing an Associate in Arts Degree Curriculum to Train Urban Planning Assistants,* unpublished doctoral dissertation, University of Maryland, 1961.

BACKGROUND OF THE PROPOSAL

Before the concept of a Planning Assistant was examined by means of a doctoral dissertation by Dr. Moses S. Koch, now President of Essex Community College, the idea was submitted for consideration to a number of professionals in areas of urban development. Letters of inquiry were directed to two dozen national figures in the fields of planning and urban renewal. These letters briefly proposed the idea and solicited an opinion as to its probable validity, i.e. whether planning assistants were needed and, if so, whether a junior college degree program would be sufficient to train them.

Almost every recipient replied, and the responses were vigorously affirmative, as illustrated by the following excerpts:

> We found the ideas developed there of considerable interest . . . If your college ever gets around to instituting the kind of training program . . . , we hope you will be in touch with us and will arrange to keep us continuously informed of your activities.[1]
>
> I do indeed feel that such a program is needed and could be very valuable. It is true that, in many planning offices, a good deal of technical work must be performed by personnel either over-trained for the task (e.g. holders of MCP degrees) or undertrained (e.g. high school graduates).[2]
>
> I heartily endorse the idea of a program such as the one you have outlined here. I have for some time felt that the gap in educational training of sub-professional or semi-professional personnel is a failure in our educational system which has not received adequate attention.[3]
>
> The Urban Professional Assistant Program has a concept which is much needed if the rebuilding of American cities is to proceed . . . Many times a local program is held back because this second echelon of workers is weakly staffed. I would hazard to predict that if your program gets started it can well serve as a prototype for similar programs for urban institutions of higher learning across the country.[4]
>
> I am positive that it will make a contribution to an area of education which has not been adequately covered in the past, and it should certainly provide some trained people for urban service who are badly needed.[5]
>
> . . . such a program will fill a very definite need in a field which is obviously undersupplied.[6]

In addition to the letters, interviews were arranged with the following six men:

Dr. Harvey Perloff, Director, Program of Regional Studies, Resources for the Future
Mr. Leo Molinaro, Executive Director, American Council to Improve Our Neighborhoods (ACTION)
Mr. W. C. Dutton, Jr., Executive Director, American Institute of Planners
Dr. James W. Webb, Chairman, Municipal Manpower Commission

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[1] Dorothy Gazzolo, Associate Director, National Association of Housing and Redevelopment Officials—Letter dated April 4, 1960.

[2] John T. Howard, Head, Department of City and Regional Planning, Massachusetts Institute of Technology —Letter dated December 29, 1959.

[3] Robert C. Ledermann, Director, Community Facilities and Urban Renewal Dept. National Association of Home Builders—Letter dated December 22, 1959.

[4] Leo Molinaro, Vice-President, Educational Program, American Council to Improve Our Neighborhoods—Letter dated August 25, 1959.

[5] Allen E. Pritchard, Jr., Director, Municipal Manpower Commission—Letter dated July 15, 1960.

[6] Max S. Wehrly, Executive Director, Urban Land Institute—Letter dated December 15, 1959.

Mr. Frederick Gutheim, President, Washington Center for Metropolitan Studies
Mr. Joseph L. Intermaggio, Director of Planning Studies, Washington Center for Metropolitan Studies

From these interviews, and from the correspondence, it became increasingly clear that the original concept to train assistants in the single field of planning was too limited. Among the fields in need of trained assistants the following emerged:

Planning, urban development and urban renewal.
Public Housing.
Real estate, property administration and private, commercial and industrial development.
Public development, e.g. industrial development commissions, parks administration, conservation of natural resources.
Public works, health and protective services.
Community activities and human relations activities, e.g. neighborhood associations, recreation councils, Urban League, Boy Scouts, P.T.A., etc.

The original curriculum could not be extended to include all these fields. Therefore the program which was undertaken was limited to the fields of city planning and urban renewal.*

After the original research and the dissertation had been completed, setting forth the need for such specially trained assistants and providing a program to train them, it became clear that the latter was not likely to become a reality without certain assistance. The task of establishing this proposed curriculum, for example, would be quite different from that of initiating a program to train medical secretaries or electronic technologists. The latter are familiar and already existing occupations, whereas few persons, including teachers, counselors, parents and students are familiar with the field of planning. In addition, it was felt that this new kind of training would give rise to problems not normally confronted in most junior college curriculums.

For these reasons, the full time services of a director were required, with the necessary secretarial and budgetary support to initiate, coordinate, modify and evaluate the program. Thus, Essex Community College, with the support of Baltimore Junior College, The Greater Baltimore Committee and the Baltimore Regional Planning Council, applied to the Urban Renewal Administration for a demonstration grant under Section 314 of the Housing Act of 1954.

On April 3, 1964, the Urban Renewal Administration awarded the College a grant of $33,353 to be matched (two to one) by cash and services from the local agencies and institutions for a total budget of $50,300, to support a three year demonstration program to train Planning Assistants. A Project Director was appointed on April 4th and the project was officially started at Essex Community College and Baltimore Junior College.

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* It is very interesting to note, however, the significance of this relatively early (1959) forecast. In January of 1966 a select group of urban affairs officials and junior college educators were invited by the American Society of Planning Officials and by the American Association of Junior Colleges to confer for two days in Washington on the possibilities of training planning assistants. Among its conclusions, the conference determined that the need for junior college trained persons goes far beyond the need for planning assistants and includes a broad spectrum of urban services. Only a portion of these had been included in the original list set forth in Dr. Koch's correspondence and interviews.

In the words of one of the conferees "Service to the city is one of the biggest job markets of the future".[7]

[7] Statement made by Mr. Mark Keane, City Manager, Tucson, Arizona, at the AAJC-ASPO Conference, January 27-28, 1966, Washington-Hilton Hotel, Wash., D.C.

PART II

Structure, Administration, Recruiting

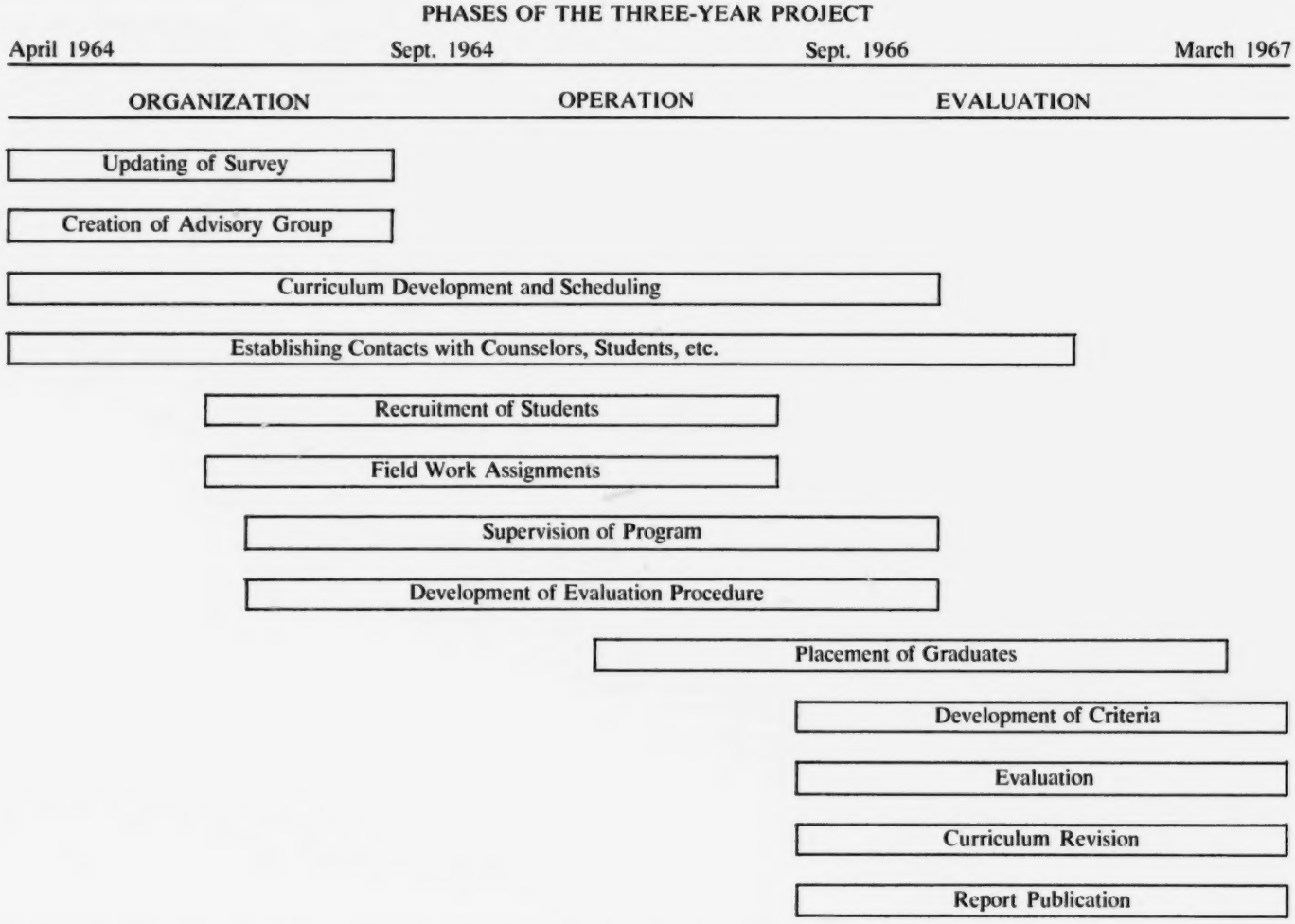
1. Operating Relationships
2. Organization and Methods of Operation

OPERATING RELATIONSHIPS

The operation of this three-year work program is illustrated in Chart I, which formed the framework of the original Project proposal. In general, the methods used to date in directing, supervising and evaluating the program have followed this diagram, although practice has shown that the time-table cannot always be precisely observed.

Chart I.

PHASES OF THE THREE-YEAR PROJECT



To accomplish these activities, it soon became apparent that the project could be considered to have a set of relationships which are characterized in Chart II.

It is within this set of interrelationships that the Project has been developed and continues to operate. It is of primary importance that each of the four components of Chart II be taken into consideration at all stages, if the program is to produce graduates who are not only immediately employable but who also contribute to the planning profession and the urban renewal field. Thus such a "public service curriculum" must involve a number of elements which have to do not only with academic considerations but also, in equal importance, with the complexities of the labor market. This, in turn, is a direct reflection of the "climate" within which a particular community is evolving.

The following chapters will attempt to describe both the successes achieved to date and the problems encountered as a result of the organization and operation of this program.

Chart II.
RELATION OF THE PROJECT TO THE COMMUNITY

ORGANIZATION AND METHODS OF OPERATION OF THE PROJECT

A. Project Structure and Activities

The administration of the Project is carried out by the Project Director who is primarily responsible to the President of Essex Community College, the recipient of the project grant. Matters of policy which do not extend beyond the scope of the project proper are determined in consultation with the Advisory Board, of which the President of Baltimore Junior College is an ex-officio member. In addition, the Project Director is expected to perform her duties within the policies and regulations prevailing at both colleges. The Project Director is also responsible for submitting quarterly narrative reports to the Urban Renewal Administration and for consulting with officials of that agency when this is deemed appropriate.

The receipt and expenditure of funds covered in the budget of the Project and the rendering of accounts are the responsibility of the business office of Essex Community College, of which the Project Director and part-time secretary are employees. The Project Director has discretion over expenditures involving office equipment, travel, printing and some consultant services necessary for work involved in course development, within the limits of the project budget. This budget provides for these items in addition to salaries of the staff. Both colleges contribute additional staff services as an "in kind" part of the local one-third contribution to the total grant. All costs of instruction and student services are borne by the colleges and are not included in the project budget.

The areas of responsibility of the Project Director cover the following:*

1. Organizing the Advisory Board.
2. Scheduling and supervising the development of the curriculum.
3. Recruiting students and specialized faculty.
4. Acquainting agencies, high school officials, potential employers, etc. with the program.
5. Developing the placement of graduates.
6. Developing field work assignments.
7. Developing and initiating evaluation procedures.
8. Performing all pertinent public relations activities.

While this multiplicity of demands on the Project Director's office has at times caused some problems and some conflicts, it has usually resulted in an extraordinary amount of cooperation involving the academic and planning professions, public and private agencies and organizations, and governmental relationships at three different levels. The support of the Baltimore chapter of the American Institute of Planners has been one of the outstanding examples of this cooperation. This was concretely demonstrated by that organization's establishment of the Arthur McVoy Memorial Award,** given each year to the most promising Urban Development Assistant freshman and consisting of the sum of $100 to be credited to his second year's tuition.

ADVISORY BOARD

Very little difficulty was experienced in organizing the Advisory Board or in recruiting faculty for the urban development courses. As a result of the interest aroused during the initial study, planning agencies and organizations showed a keen desire to develop a source of trained personnel and they were eager to cooperate with the Project in all of its aspects. Invitations to serve on the Advisory Board were issued to some twenty people, resulting in only two refusals, for very valid reasons. Members of this Board were carefully chosen with a view toward their potential contribu-

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* See complete job description in the Appendix.

** Mr. McVoy was, for many years, Director of the Planning Commission of Baltimore City.

tions to the Project. A glance at the list (see p. 3) will show that they represent all fields and organizations involved in one or more phases of planning, renewal (both physical and "human") and development, educational personnel at the high school and higher levels, and officials of civil service and personnel commissions.

This Board generally meets twice a year, at which time its advice is sought in all phases of curriculum development, recruitment, job opportunities, etc. That advice has been invaluable and has had great impact on the evaluation and continuous revision of the program. The most important factor, however, lies in the personal contacts thus established. Individual members of the Advisory Board have given unstintingly of their time and effort to assist the staff in developing further professional contacts, in promoting the project within their own agencies, in developing job classifications and opportunities, and in making suggestions for more effective operation. The Chairman, in particular, has taken an extraordinary interest and rendered many services to the project over and beyond the commitment originally requested of him. He has also been instrumental in establishing the first State of Maryland job classification, something which the Project staff likely could not have accomplished without him.

FACULTY

Because of this initial cooperation, the job of finding teachers for the specialized courses was relatively easy. The two part-time instructors needed for the first year of the curriculum were appointed very shortly after the start of the project. They are both planners in top positions, one in a public agency, the other in a private firm. It is interesting to note that neither had had experience in the field of education and yet they responded enthusiastically, agreed to work on the preliminary development of their individual courses and have subsequently proved to be highly successful, not only in their teaching but also in providing guidance to their students and in inspiring them with the goals of the planning and urban development fields.

The second year of the project has required the appointment of five different instructors. Four of these are professional planners and one has a broad background of experience in community organization. They were selected from a growing list of professionals who are indicating increasing interest in this kind of teaching.

The Urban Development Assistant part-time faculty has become an intimate part of the project as a whole. It is consulted and involved in matters beyond the sphere of classroom teaching, including evaluation of the curriculum as a whole, field work, placement, and public relations activities of an extracurricular nature. Again, there is no question that whatever success the Project may achieve will be due to a very large extent to the cooperation obtained from these people, as well as from the members of the Advisory Board.

STUDENTS

In contrast to the ease with which the project could be promoted within planning and renewal agencies, and among professionals in fields of planning, the recruitment of students has been difficult. The whole field of planning is obscure to the general public, and career opportunities for young people in this area are only just beginning to emerge, particularly at the sub-professional level. In addition, since the project was officially begun in April of 1964, and the formal course of instruction in both colleges was to start the following September, there was too little time to do an effective original job of promotion. Spring is a very difficult period for student recruitment; by then many high school seniors, and certainly the most promising ones, have their college plans fully settled. It was subsequently found that active student recruitment was most effective when carried on during the Fall months. The most promising group to be reached should be high school juniors, even though this group would not enter the program until two years later.

PROMOTION

The following techniques of promotion have proved to be essential, and these will probably be necessary for some time to come, or until such time as the program has acquired enough reputation and prestige so that extra-ordinary recruitment efforts will no longer be needed:

1) Acquainting high school officials with the program. This is accomplished by letters to principals, to guidance supervisors and to guidance counsellors. Requests to attend and speak to area-wide meetings of guidance personnel, special events planned by the colleges for high school teachers and counsellors, etc. have proved helpful.

2) Personal contacts with junior year and senior year high school counsellors by means of letters, telephone calls, visits, etc. to keep them abreast of the project and especially of career opportunities thus developed.

3) Actual promotion of the program among high school students. Efforts are made to obtain invitations to speak to these students in all schools of the area. Addressing an assembly, "career day" or "college night" program is of course ideal since many individuals can thus be reached. However, instances where only two or three students can be persuaded to attend should not be overlooked, since these may be the very people who are really interested, rather than being part of a captive audience. It goes without saying that this method requires a great deal of staff time and that the experience can, at times, be quite frustrating. Nevertheless, attention to the individual prospective student is possibly the most important aspect of any recruitment effort.

It has been found useful, in such high school sessions, to make use of audio-visual materials, particularly the many excellent films now available in this field. Providing a general visual picture of urban conditions and problems, then relating this to the local situation and finally to a relevant career opportunity and college program will arouse at least some interest among most students. In this respect, the public libraries and groups such as the American Institute of Architects have been most helpful in making their films available for loan.

The cooperation of other school personnel, in addition to counsellors, has been valuable. For instance, teachers in the mechanical arts, such as mechanical drawing, construction, etc. appear to welcome the opportunity of exposing their students to areas where such subjects might be applied. These students are often keenly interested in the design aspects of planning, and an introduction to this field develops new horizons.

Some attempt was made at enlisting the cooperation of social science teachers, as it was felt that teachers of such topics as "problems of democracy", for instance, could identify those of their students who might be attracted to careers in urban services. To date, however, this type of promotion has brought little result.

In all fairness to counsellors and to teachers, it must be recognized that they are busy people. Pressures are exerted upon them daily, not only from a multitude of colleges and training schools and from agencies, industries, firms, etc. but also from a great many segments of the community, to give attention to a number of topics which are of crucial importance in today's complex society. The competition for their attention to any one program is therefore keen.

The realization that urban service occupations are the field of the future demands the sort of emphasis once given to engineering, at the time when this nation's economy depended mainly on technological progress.

It then becomes quite apparent that an intensive publicity campaign needs to be undertaken, from the national level down. This should come not only from public agencies but also from professional societies, in order to promote the professions (and sub-professions) involved in urban development. The very urgent need for personnel in these areas, the opportunity for meaningful careers spent in service to the nation, and the intellectual and moral rewards to be attained thereby all need to be clearly spelled out in such ways as to appeal to the younger generation. The issue at

stake is now the development of expertise in areas dealing with the urban environment of man as a social animal, and this message needs to be promoted throughout the community.

The promotional efforts of the Projects described above have involved the recruitment of full-time, young students. These, however, constitute only about half of the total enrollment in the program, at present. The other half is composed of part-time students who work during the day and take courses at night. These are usually older people and it has taken comparatively little effort to recruit them. They have come to the program thanks to the efforts of the Advisory Board and of the public agencies, and thanks to the publicity given to the Project by the newspapers and by other publications such as organization newsletters.

This particular means of promotion, namely the news media, is an obvious and effective one and a good deal of attention has been given toward obtaining such publicity, with excellent results and good press cooperation. Press releases are issued periodically and several feature articles have been obtained.* Some national promotion has also resulted from these efforts, as attested by the almost daily request for information from other junior colleges, agencies, consultants, etc. throughout the country.

DEVELOPING OTHER EDUCATIONAL OPPORTUNITIES

While the original purpose of the Urban Development Assistant program was to develop a career curriculum to train planning sub-professionals for occupations of a limited scope, it has since been felt that possibilities for further training should not be overlooked. Therefore a part of the total promotion effort has been directed toward "senior" colleges of the region. Many students are hesitant to enter a "terminal" program, even though their goals of academic achievement beyond the junior college level are not always realistic. Still, it was felt that presenting the Urban Development Assistant program as one which may lead to further educational opportunities, without loss of academic credit, would be an additional "selling point" in arousing the interest of students, particularly of the brighter and more ambitious ones. Contacts were therefore developed with other colleges and, at the present time, it is fairly certain that at least one public four-year college in the Baltimore area will establish an "urban studies major" within the next year, while two other colleges are seriously contemplating this same type of program.

Since there had been no formal planning education in the Baltimore region until the advent of the Urban Development Assistant program, it has been some source of satisfaction, then, to note that this project has stimulated an awareness of that need among other institutions of higher learning.

B. Internal Relationship of the Project to College Organization.

The position of the Urban Development Assistant program within the overall administrative organization of the two colleges is unusual because, while it is a curriculum which is an integral part of each college's academic program, it also involves cooperative arrangements between two institutions, a federal agency, and several community structures. It is the first such continuing agreement between two institutions in this geographic area, but all trends indicate that such a cooperative movement will expand rapidly, particularly in metropolitan regions where the political philosophy seems to favor increasing coordination of services at all levels.

Chart III places the Project within the internal structure of the two colleges and involves the relationship of these colleges to each other, through the Project. It becomes evident that the Project Director needs to establish a working relationship with different administrative departments within

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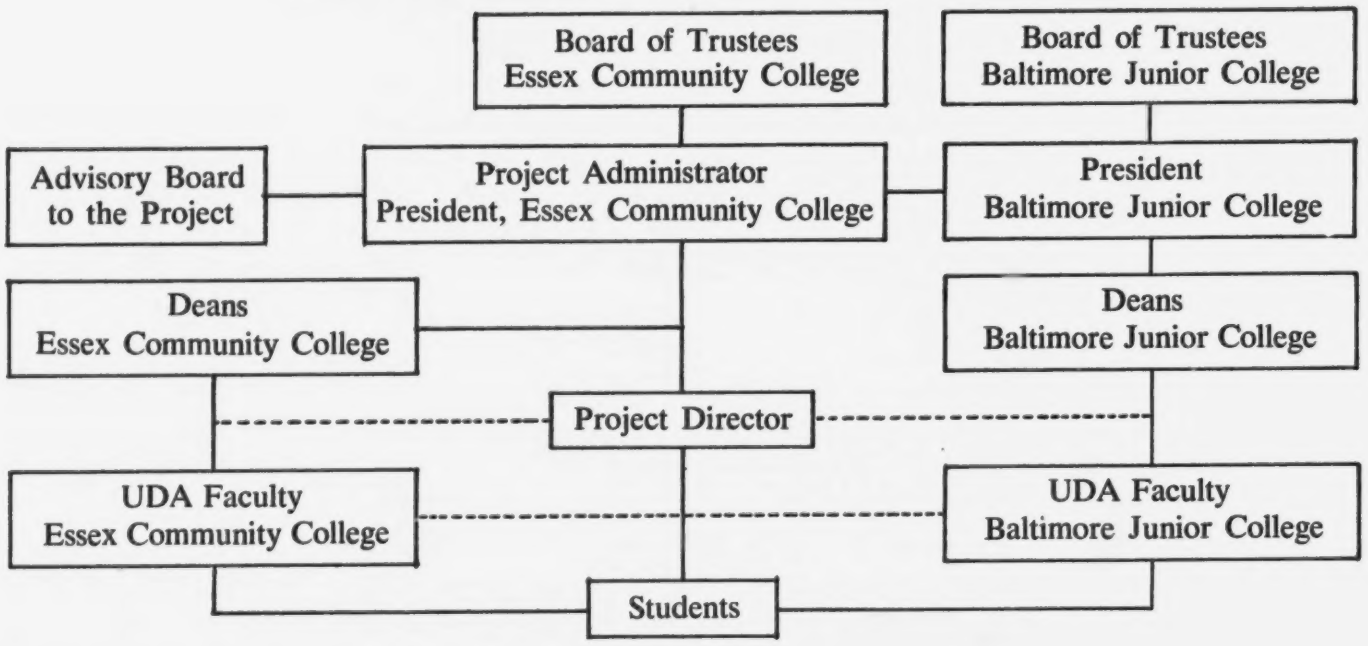
* See sample articles in the Appendix.

Chart III.

Internal Relationship of the Project to College Organization



the colleges and to keep informed of the work of these departments as they involve Urban Development Assistant students. In turn, the specialized, part-time Urban Development Assistant faculty and the Urban Development Assistant students are responsible not only to college authorities through the customary channels, but also to the Project Director. Urban Development Assistant instructors enjoy full professional academic status and Urban Development Assistant students are college students who must meet all requirements of an institution of higher learning. It is therefore essential that standards of excellence be maintained in course work and that scholastic achievement be expected of prospective graduates. At the same time, Urban Development Assistant faculty must gear the content of their courses to the practical aspects of training sub-professional planning assistants, while adhering to the curriculum established by the Project. Students must fulfill their field work requirements, these being somewhat outside the jurisdiction of the colleges.

Because this is a small project, any differences of opinion between the two colleges and between the colleges and outside agencies have been handled on an individual basis and through personal contact. Problems of coordination and the need for compromise have been at a minimum. It is not inconceivable, however, that when such cooperative projects are multiplied, involving an additional number of institutions and agencies, administration will become much more complex. Chart III demonstrates the fact that the Project Director, who is charged with the implementation of all aspects of the project, is at a focal point between at least two distinct organizational frameworks. An increase in the complexity of such a structure (as in the case of several colleges participating in the program) would then call either for an increased staff or, preferably, for development and direction to be assumed by an outside agency operating with the colleges on a contractual basis.

PART III

Program Requirements and Content

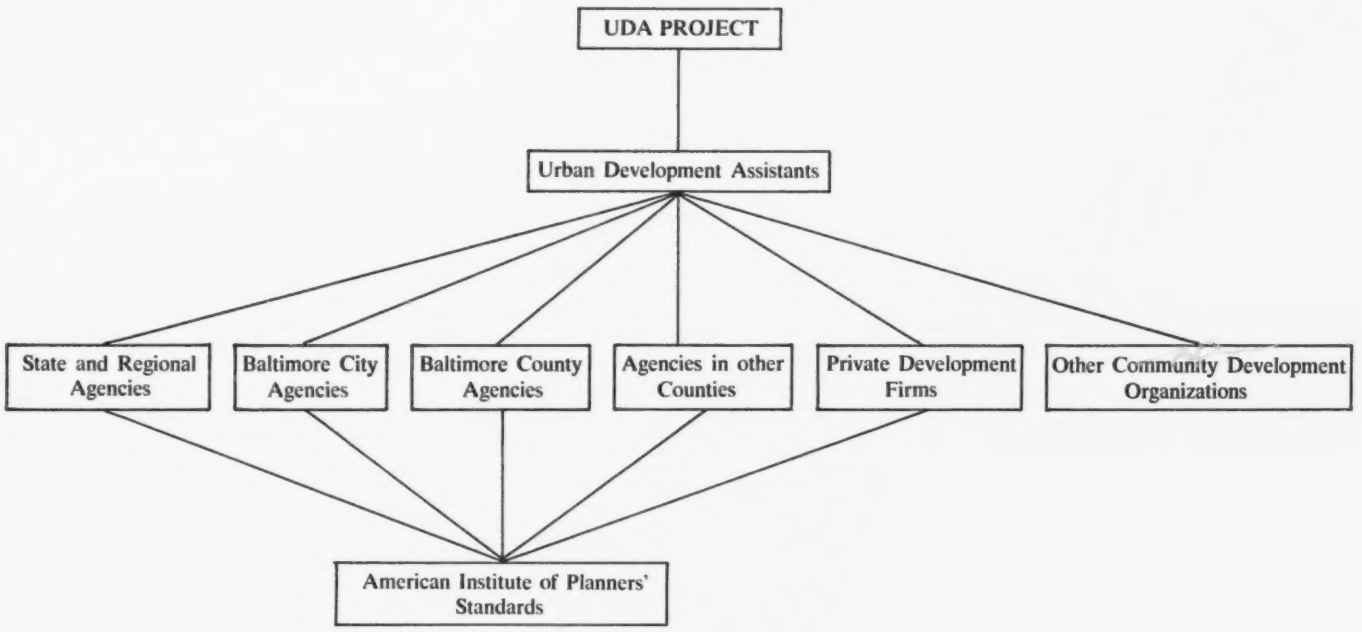
1. Defining the Job
2. Developing the Curriculum
3. Preliminary Evaluation

DEFINING THE JOB

One of the most important requirements for the success of a training program of the type described is the necessity of establishing precise job descriptions which might fit the needs of a multiplicity of agencies and organizations within a metropolitan region, including the determination of competitive salary levels. Chart IV illustrates the relationship between the Project and this group. This relationship is one of the keys of the entire program in the sense that certain standards needed to be established and that these then formed the basis for both curriculum development and student recruitment.

Chart IV.

The UDA Project and Standards for Planning Personnel



The definition of the types of jobs for which the graduates should be trained has evolved in two stages:

a) The original definition as contained in Dr. Koch's dissertation.[1]

b) The definition currently being developed by state and local civil service commissions.

In 1961, Dr. Koch's dissertation examined the need for sub-professionals as well as the techniques for training them. Both of these were derived from a series of questionnaires which had been circulated among planners and urban renewal personnel in the Baltimore metropolitan area.

These surveys indicated that there was a job market for 15 to 22 sub-professionals in the Baltimore area, and that this market would grow. The kind of skills demanded in the local area were those necessary to: "under supervision, assist the planners in making field land use surveys, compiling data for planning studies, tabulating statistical data, preparing graphic material . . . education beyond high school but less than college graduate is required".[2] Other responsibilities of the assistants would be: "(1) acting as part of a team of professional and technical persons; (2) using creative ability in graphics; (3) interpreting data into planning implications; (4) compiling similar data for reports

[1] Moses S. Koch, Op. cit.

[2] Ibid.

and coordinating the physical assembly for such reports; (5) handling contacts with persons outside the agency."[3]*

The second step was the refinement of this definition by local civil service action. The Personnel Commission of the State of Maryland was the first agency to establish specifications for the position of *Planning Assistant,* based on recognition of the junior college program. The Baltimore Civil Service Commission took action shortly after this, resulting in the establishment of similar specifications.

In the development of those and comparable jobs, one basic question involved the advancement of personnel into more responsible positions, as the planning assistant matures in experience and technical skill, or acquires further academic training. Discussions with Baltimore City agencies resulted in the creation of the *Planning Associate* position, requiring either the A.A. degree, plus several years of experience, or the Bachelor's degree in a field allied to urban development. Thus the graduates of the Urban Development Assistant program now have an opportunity for going up the scale in the planning profession, and may even eventually look forward to graduate study leading to the degree of Master of City Planning.

Descriptions of the jobs mentioned above will be found on the following pages.

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* It will be noted that this definition is concerned largely with traditional planning skills—those of the physical planner who works for an agency or a consultant. Spot checks made recently indicate that the job of the planning assistant may include such additional areas as community organization, public relations, research, and report writing. In addition, the ten agencies and two private firms, which were recently surveyed in Baltimore City and its five surrounding counties, estimated that between 40 and 50 planning assistants will be needed within the next five years.

[3] Ibid.

SPECIFICATION AND
INFORMATION SHEET FOR:

STATE OF MARYLAND
COMMISSIONER OF PERSONNEL
STATE OFFICE BUILDING
301 W. PRESTON STREET
BALTIMORE, MARYLAND 21201

PLANNING ASSISTANT

STANDARD SALARY SCALE: $5,660 - $7,073 a year (Maximum reached in six years)

NATURE OF WORK: This is sub-professional work in the field of local, regional, State, or transportation planning. An employee in this class assists Professional Planners in the completion of limited assignments relating to the development, promotion, and coordination of planning programs with local and regional planning commissions, and other community development groups. Such programs may involve the development and utilization of land, water, transportation, community or natural resources.

The work of this class may also require the compilation and review of statistical material relating to population, land use, zoning and sub-division regulations, and other elements of comprehensive planning programs, including the preparation of reports for publication.

Employees in this class receive assignments and close supervision from a professional planner, who will be available for advice, guidance, training and consultation. Supervision of other personnel is not required.

MINIMUM QUALIFICATIONS:

Education: Graduation from an accredited two year junior or community college with specialization in urban planning or development, or satisfactory completion of 60 credits in accredited equivalent courses.

OR

Education: Graduation from a standard high school.

Experience: Four years of recent experience in planning work at a level equivalent to that described above under Nature of Work.

Note: Recent experience is experience obtained within ten years prior to the closing date for receipt of applications.

Physical: Retirement at age seventy is required by State law. Therefore, persons who have reached age sixty-nine will not be enrolled by the State Employees' Retirement System, and may not be appointed to any State position.

ESSENTIAL REQUIREMENTS OF WORK:

General knowledge of English usage and grammar;

Familiarity with principles of economics and research methods; with standard elementary statistical procedures used in the collection and tabulation of data with the objectives of local reginal, State or transportation planning; with socio-economic factors involved in urban development; with the fundamentals to be applied in the preparation of simple planning reports and studies;

Ability to organize and effectively carry out research projects of limited scope; to follow directions and to perform routine tasks under supervision; to present ideas effectively both orally and in writing; to assist in the organization and preparation of simple reports and publications; to obtain significant and reliable statistical data; to establish and maintain effective working relationships with associates and the general public;

Freedom from disqualifying physical defects. Candidates selected for appointment are subject to a physical examination.

EXAMPLES OF WORK:(Examples are illustrative only):

Assists in the development, promotion and coordination of local, regional, State, or transportation planning programs;

Assists in obtaining and compiling statistical data on such areas as population, housing, transportation and zoning;

Assists in reviewing and analyzing such factors as the natural resources and socio-economic conditions of a given area or community;

Assists in developing and preparing charts, maps, graphs, diagrams and other graphs and illustrative material;

Assists in the preparation of simple reports and publications;

Assists with the filing and indexing of library materials and maps;

Operates a calculator;

Performs simple drafting work;

Trains in the use of standard statistical methods and procedures used in planning studies and programs;

Performs other necessary duties as required.

Date Revised: October 8, 1965

BALTIMORE CIVIL SERVICE COMMISSION

ADOPTED: March 31, 1966

Engineering and Science Service
City Planning and Zoning Group

22109

CLASS TITLE: PLANNING ASSISTANT

CHARACTERISTICS OF THE CLASS: Under immediate supervision, performs elementary subprofessional city planning work; and does related work as required.

EXAMPLES OF DUTIES: Assists in collecting and compiling planning data; makes statistical computations; conducts field or office land use surveys; prepares maps, drawings, sketches, and plans of land use, public facilities, streets, and expressways; constructs models and relief maps; prepares graphic presentations of statistical data, including maps, charts, graphs, and tables; assists in the writing of technical reports.

MINIMUM QUALIFICATIONS:

Training and Experience: Graduation from a junior or community college of recognized standing with specialization in urban development.

Knowledge and Skills: Knowledge of the elements and purposes of city planning; ability to collect, compile, and analyze statistical data and to present data in graphic form.

ADOPTED: March 31, 1966

Engineering and Science Service
City Planning and Zoning Group

22110

CLASS TITLE: PLANNING ASSOCIATE

CHARACTERISTICS OF THE CLASS: Under supervision, assists in making city planning studies and in preparing city planning reports; and does related work as required.

EXAMPLES OF DUTIES: Assists in preparing planning studies on various economic, social, and population factors; compiles source material from maps and field visits; applies statistical or other technical methods to historical data to derive predictions and estimates; analyzes and verifies data; prepares maps, drawings, sketches, and plans of land use, public facilities, streets, and expressways; makes planning studies and writes reports on specifically assigned problems.

MINIMUM QUALIFICATIONS:

Training and Experience: Graduation from a university or college of recognized standing with a degree in city or regional planning, architecture, or landscape architecture; or graduation from a junior or community college of recognized standing with specialization in urban development and two years of experience in city planning work.

Knowledge and Skills: Knowledge of the objectives of city planning; ability to collect, compile, and analyze statistical data and to present data in graphic form.

DEVELOPING THE CURRICULUM

A. The Academic Program

The first problem to be resolved in the development of the curriculum was the identification of courses which should be devoted to the training of planning assistants, in relation to those included in the general education field, i.e. liberal arts and sciences. Maryland law requires that at least 40% of all courses in community colleges should be of the latter type, or 26 credits out of the 62-65 credits required for the A.A. (Associate in Arts) degree.

The survey mentioned earlier was utilized to determine the allotment of the minimum 62 credits. It recommended that the curriculum be divided into three parts:

(1) *Urban Development courses* which were to be newly developed, specialized courses for the purpose of providing the technical training needed. Most of these courses would be required.

(2) *Related courses* which would consist of courses already offered in the two colleges, covering such subject matters as considered directly related to fields of urban development (e.g. geography, sociology, art, etc.). This group allowed some choice and included appropriate electives. In addition, many of these courses could also be considered as belonging to group (3).

(3) *General education courses,* offering considerable latitude in choice, provided the requirements for prescribed number of credits in English and in the social and physical sciences were observed.

This distribution was then translated into a group of courses which included, in addition to the liberal arts and sciences:

I. *Required Urban Development courses:*
Survey of Planning—Two semesters; two credits per semester.
*Elements of Drafting**—One semester; three credits.
Graphic Presentation—One semester; two credits.
Field Work—One semester; three to six credits. A "work-study" activity.

In addition, three other Urban Development one-semester courses would be offered as electives, during the second year: *Community Organization in Urban Areas, Working with Groups and Organizations,* and *Recreation and the Community.*

II. *Recommended related courses:*
Economic Geography—Fundamentals of Design—Elements of Statistics—Introductory or *Urban Sociology.*
Psychology, Economics and *State and Local Governments* were recommended as electives.

These original course proposals were evaluated throughout the first year. Several findings soon became apparent:

1. *Survey of Planning* could not effectively be taught within four credits; six were required. The course was therefore redeveloped and expanded.

2. *Elements of Drafting* needed to be more specialized. A new course, now called *Urban Planning Drafting,* was developed. It emphasizes basic drafting for urban and regional planning work.

3. There were too many Urban Development courses. Two of these could be combined. *The Community and its Organizations* (one semester; three credits) was developed to replace *Community Organization in Urban Areas* and *Working with Groups and Organizations.*

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* This course was to be the standard *Architectural Drafting* course already available in one of the colleges.

4. *Field Work* assignments should not receive academic credits. As in graduate schools, this should be required—without credits, but with financial remuneration. It was then abandoned as a course and took the form of a required summer project for all first year students.

5. Because the general trend within the planning profession was away from planning in the strictly physical sense and toward greater emphasis in the sociological aspects of urban living, four courses were added to the *required* list: *State and Local Governments, Introductory Sociology, Urban Sociology,* and *The Community and its Organizations.*

The curriculum has thus become, to date and for Essex Community College, as illustrated below.*

Baltimore Junior College offers the same type of program, except that a course in *Urban Geography* is now substituted for *Economic Geography*. Since this encompasses many topics now covered in *Survey of Planning,* the latter will be revised in this light, which will offer some measure of comparison with this course as taught in the past two years.

It was also decided that the course in *Recreation* should be omitted from the curriculum proper as it would be offered in a new Recreation curriculum initiated at Baltimore Junior College.

It is these Urban Development courses, plus the field work requirement, which are the core curriculum of the Urban Development Assistant program as currently organized.

CURRENT UDA CURRICULUM

FRESHMAN YEAR

	1st Sem.	2d. Sem.
English 101-102 (Composition)	3	3
Sociology 101-102 (Introductory and Urban)	3	3
History 101-102 (Western Civilization) or 201-202 (United States)	3	3
Geography 103 (Economic Geography)		3
Urban Development 101-102 (Survey of Planning)	3	3
Urban Development 103 (Drafting)	3	
Physical Education 101-102	1	1
Total Semester Hours	16	16

SOPHOMORE YEAR

	1st Sem.	2d. Sem.
English 205-206 (Technical Writing)	3	3
Physical Science 201-202	3	3
Political Science 101 (American Government)	3	
Political Science 203 (State & Local Government)		3
Economics 203	3	
Speech 105		2
Health 101	2	
Statistics 201		3
Urban Development 201 (Community & its Organizations)	3	
Urban Development 204 (Graphic Presentation)		2
Total Semester Hours	17	16

* A complete description of *Urban Development* and of a few related courses will be found in the Appendix.

B. Schedule of Courses

Almost all courses at Baltimore Junior College and Essex Community College are offered during both day and evening sessions. Urban Development courses, however, are only offered during the evening. The reasons for this are the fact that these courses are taught by professional planners who would find it difficult to take the necessary time off during the day, and also that one half of the enrollment is made up of part-time students who are employed during the day. At present, the number of students enrolled in the program does not justify duplicating the courses within any one of the colleges. In fact it is regrettable that duplication of these courses should occur at all between the two colleges, particularly in regard to the second year courses where the enrollment is still smaller. This duplication, however, is unavoidable within educational systems which are controlled and financed separately. Residents of Baltimore City must pay more to attend community colleges outside the city and the converse holds true for residents of Baltimore County. Some small attempt at "breaking the barrier" was made recently when two Essex Community College Urban Development Assistant students enrolled at Baltimore Junior College to take the course in *Graphic Presentation,* at no extra cost to them, since there was not sufficient total enrollment for the course to be offered at both colleges.

While it was originally feared that full-time students would resist taking evening courses, this has not been the case. On the contrary, and particularly as this involves second year students, evening courses enable students to work out their schedules so that ample time is left for part-time employment during the day. It is also felt that attending classes with the older, part-time students has desirable effects. Although this makes teaching somewhat more difficult because it must be geared to varied age and interest groups, it provides the younger student with an exposure to more mature people and, indirectly, to factors somewhat related to the community work which he may eventually be called upon to do. (An interesting example of this was provided by the reactions of young students to one of their classmates who had been a housing inspector for some years and had some well set ideas about this field, not all of which were palatable to idealistic young minds.)

It has been found that using the same instructors for Urban Development courses in the two colleges has distinct advantages. It assures uniformity of the program and gives an interesting basis for comparison between two groups of students. Since most Urban Development courses are one semester courses, this is accomplished quite easily by offering the courses during alternate semesters.

Survey of Planning, which is a two semester course, was taught in 1964-65 by the same instructor at both colleges. However, since it was subsequently expanded from a four to a six credit course, it was necessary to appoint two different instructors. These persons keep in close touch, compare lecture notes, standardize their tests and exams and, in general, it has been felt that the course has lost little of its uniformity in spite of being taught by different instructors, in different colleges.

The planning and scheduling of courses which are related to urban development (urban geography and sociology, statistics, etc.), and are required in the curriculum, is of prime importance. Although most of these courses are regular courses of the colleges, some have had to be innovated at the recommendation of Urban Development Assistant faculty and staff. These must be fitted into the two year program in such a way as to avoid schedule conflicts not only for Urban Development Assistant students but also for others. Although this scheduling is fundamentally a mechanical process, it must always be taken into account in any revision of the curriculum.

In addition, some degree of priority must be accorded to these related courses, as it is impossible to include, in two years, all courses which would be desirable for the training of planning

assistants. Unfortunately, electives have had to be reduced to a minimum. With a system which allowed more flexibility in terms of required general education courses, this difficulty would be greatly reduced.

C. Field Work

The importance of the field work experience as a training technique must be added to the evaluation of the academic program. First year students are required to work in an agency—state, regional or local—or a private urban development firm during the summer between their freshman and sophomore years, for which they are paid at an hourly rate. *A two hour seminar, led by one of the planning instructors, is held every two weeks during this period, at which time students exchange information about their individual projects.*

This experience has proved to be invaluable to the students as a maturing process. The knowledge obtained upon the job gives depth to the planning knowledge gained in the classroom. This is perhaps best illustrated by describing some of the projects in which the students were engaged during the summer of 1965:

Conducting field surveys to determine project design and treatment of a proposed renewal area. (Baltimore Urban Renewal & Housing Agency)

Community organization in a rehabilitation project. (Baltimore Urban Renewal & Housing Agency)

Drafting work for updating the base map for the city of Baltimore. (Baltimore City Department of Planning)

Working on completion of metropolitan study and preliminary plan. (Regional Planning Council)

Making a model of the proposed new city of Columbia, Maryland. (Community Research & Development of the James W. Rouse Co.)

The agencies were most cooperative in terms of providing varied training as well as employment to the students. A questionnaire was circulated to employers in order to evaluate each student's performance. In every case, the answers received showed great satisfaction on the part of the employer, and in some instances real enthusiasm for the student himself and for the Urban Development Assistant project in general.

The accomplishment of two students are particularly noteworthy. A feature article in *The Evening Sun* (reproduced on the next page) describes the work of one student who was put in charge of organizing and operating a summer recreational program for children of a rehabilitation area. Another student had the major responsibility of helping in a survey of a slum area which then formed part of the basis for the agency's decision as to future plans for this area.

It was felt that, in addition to the benefits obtained by the students as a result of the field work projects, much good will had also been elicited from the employing agencies. In all cases, the agencies signified that they would be interested in considering these same students for permanent positions after graduation. In at least two cases, students have remained employed in the agencies, on a part-time basis, while completing their second college year.

It then becomes evident that a most effective means of testing the program, on an on-going basis, has been this field work program. "Feedback", not only from employers but, with some degree of importance, from the students themselves, is almost automatically assured. This has enabled the Project faculty and staff to make revisions in the curriculum based on standards and needs thus revealed, with a reasonable amount of certainty that these would fit practice as well as theory.

PLAYING THE PIPER—Hazel Glenn, whom the urban renewal agency considers the Pied Piper of Harlem Park for singlehandedly leading hundreds of children into "new and satisfying experiences," edifies three of her charges at Harlem Park Recreation Center.

Harlem Park's 'Pied Piper' Entrances Renewal Agency

Hazel Glenn is the Pied Piper of Harlem Park, if you ask the Baltimore Urban Renewal and Housing Agency.

Miss Glenn won the comparison from Mrs. Grace C. Gates, director of the urban renewal agency's Community Organization Division, by leading "more than 300 children in Harlem Park into new and satisfying experiences."

Miss Glenn did this by setting up a summer program for children of eight blocks in the western part of the Harlem Park urban renewal area.

The eight-week program, which ended yesterday, was a summer assignment given Miss Glenn by her professor in Baltimore Junior College's urban development assistant course, Mrs. John P. Woolley.

Second Year Of Studies

Miss Glenn will begin her second year of urban development studies at the junior college this fall.

The urban renewal agency gladly granted the college's request to take on the 19-year-old Miss Glenn for the summer and told her she was free to develop her own project on one condition:

No agency money.

Now when the townspeople of Hamelin refused to give the Pied Piper the money he asked for ridding the town of rats, he piped the children into a cave and vanished forever.

Miss Glenn took more positive, if less musical steps.

Donations Sought

"I walked from door to door looking for donatins," she said yesterday. "I went to stores, laundries, bars anywhere."

Total contributions: $25.75 in cash and a grab-bag of pretzels, cookies, fruit punch, modeling clay, needles and thread.

"Then I had to go from door to door again trying to interest parents in the program after I only got about twenty kids the first day."

"I must have knocked on 200 doors."

That was the second week in July. As she explained to each parent that the program would offer two hours of education and recreation each weekday for two weeks, free of charge, the parents became interested.

"By July 12 I had 40 or 50 children in my group."

Obstacles Remain

She also obtained the use of the inner court of the Harlem Park Recreation Center, but obstacles still remained.

"I was supposed to have four assistants, girls about 14 to 17 years old who lived in my territory. But they weren't interested, so I began asking my friends and relatives to be assistants."

She finally obtained three boys and seven girls aged about 14 to 17 who would help her "whenever they could."

"Early in the week we'd work with modeling clay, scrapbooks or ice cream stick construction. I'd ask the kids each day what they wanted to do, then I let them do it.

The program was subdivided into four sections of two weeks, one section for each two blocks of her territory.

Miss Glenn wanted a program that would let children do the things they wanted with as little "don't touch" discipline as possible.

Trips On Friday

"I wanted to give the children educational things to do that they would want to do themselves. I wanted them to get something out of what they enjoyed doing."

Miss Glenn also wanted the children to meet children from other blocks and to broaden their outlooks. She accomplished the second goal with trips every Friday.

But the trips provided another obstacle: no transportation.

"I decided public transportation would have to be it. Since most of the kids were under 12 it only cost 30 cents apiece. I'd pay for anyone who forgot his money, but it was never more than a dollar.

The went to Fort McHenry, Charles Center and the zoo this way. Nearer by they walked to Lafayette Park and the Harlem Park Fire House.

Each two-week section ended with a party. In addition to punch and cookies, the children got certificates of achievement.

Miss Glenn's reward came in "Seeing the children happy and knowing they learned something."

Miss Glenn plans to continue her studies of urban development, even though she may accept the permanent job the urban renewal agency has offered her on graduation.

A 1964 graduate of Edmondson High School, she lives with her family at 2744 Ellicott driveway.

THE EVENING SUN

August 28, 1965

D. Related Curricular Activities

As in any college program, but particularly in one concerned with "career training", activities during the course of the academic year should be planned with a view toward providing students with practical demonstrations of the knowledge gained in lectures and textbooks. This is felt to be especially important during the first year, before the field work experience, and when students are not yet fully aware of all the facets of their particular field of endeavor.

An attempt is made at providing this type of exposure to Urban Development Assistant students. Films which illustrate the problems and challenges of city and metropolitan planning and renewal, and guest speakers who represent specialties in the fields of urban development and planning, as well as those from the upper echelons of local public administration (often in areas not necessarily involved in planning, albeit in significant urban affairs activities) are used quite frequently. In addition, students are encouraged to attend meetings of professional societies and other public events of pertinence and significance.* The societies have encouraged this by giving special recognition to the students who were present and often by providing complimentary meals, whenever these are dinner meetings.

Some of the instructors make it a practice to have their classes visit their offices, others have their classes visit special renewal and community projects in slum areas. One of the requirements of the course in *The Community and its Organizations* is that students must join an organization of their choice, attend meetings, participate actively in that organization's activities and write a final evaluative report about the experience.

Field trips are held two or three times a year. So far they have taken place within selected sections of Baltimore, in Washington and in Philadelphia.

These are usually half-day or full-day trips, where students from both colleges get together under the leadership of one or two of the instructors. Agencies in the two other cities have been very cooperative in planning and conducting tours of significant interest. Unfortunately such trips involve expenses for transportation and meals often beyond the means of community college students, and therefore they must be kept at a minimum, since there exist no provisions in the budget for such expenditures. This is regrettable since this area of the Eastern Seaboard could offer valuable opportunities for enrichment of the program, by providing for direct observation of a variety of problems and challenges inherent to urbanization.

* It must be admitted that attendance is here difficult to obtain, unless these meetings are substituted for class periods. In the future, it may be necessary to enforce such attendance, or have it reflected in test questions, although this practice is not always desirable.

PRELIMINARY EVALUATION OF THE TRAINING PROGRAM

Within the framework of the job classification and field work assignments, a tentative evaluation of the academic program can be made. This preliminary evaluation reflects: (1) recognized *accomplishments;* (2) *needs* for improvement; and (3) unresolved *problems.*

ACCOMPLISHMENTS

1. The four urban development courses, plus the related courses in sociology, geography, statistics and political science appear to be adequate for training the generalist sub-professional in planning and urban development, as partially tested by practical application during field work assignments.

2. The term papers and exercises required in the specialized courses, oriented toward actual problems, have been of demonstrated value. Students are expected to examine an area of their own choice in terms of planning concepts, and to do limited exercises in population projections, land use studies, circulation, and community facilities analyses.

3. The field work experience has proved to be invaluable. It gives the students a depth in experience which academic work alone cannot satisfy. It also encourages the active cooperation and interest of future employers.

4. By means of inter-disciplinary faculty meetings, a basis for relating different disciplines to each other within the context of present urban conditions has been started within the two colleges.

NEEDS FOR IMPROVEMENT

1. *A basic text for use in the Survey of Planning course.*

As first formulated, this course was to utilize textbooks as well as readings from journals and other literature. It was quickly learned, however, that most of the latter readings were too sophisticated for the students. It was also difficult to introduce the library reserve system to freshmen and expect high returns. Consequently, parts of a number of texts were used.* Though each book is adequate within its framework, continuity in readings is difficult to obtain. Complete coverage of subjects at the sub-professional level is sometimes not available.**

A text is required which discusses the problems of the urban area and then proceeds in clear language to relate the process of planning (master plan, zoning, subdivision regulations, urban renewal, etc.) to the techniques of planning within the framework of the problems discussed in the introduction to the text. Material available from certain articles should be included as well as the most fundamental concepts (branches of government, police power, eminent domain, etc.)

2. *Determination of a solution to the following dilemma:*

In many ways, students would be better prepared to take the *Survey of Planning* course after a first year's experience in other courses had laid a foundation for understanding planning concepts. However, field work in the summer between the freshman and sophomore years—certainly one of the most important experiences of the program—requires that this course be given the first year.

3. *A careful examination of the entire curriculum in light of the job classifications being established.*

The content of all courses should be evaluated (including textbooks, assignments, etc.) in order to develop curriculum content which avoids duplication and overlap (such as sociology, economics

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* e.g.: *Local Planning Administration,* International City Managers' Association
The Urban Pattern: City, Planning & Design, Gallion and Eisner
Urban Land Use Planning, Chapin
Slums & Social Insecurity, Alvin L. Schoor

** This same need is felt in other courses, especially in *The Community and its Organizations.*

related to the housing market, etc.) while, at the same time, giving the student the best preparation for his future in planning and urban development. Part of this examination should take into consideration possible third and fourth year curricula for those students who wish to continue their training.

UNRESOLVED PROBLEMS

Although the aim of the program is to train for technical competence, since it is a college program it must also train for critical assessment, effective communication and the development of all the intellectual potentials of the individual student. Herein lie a number of difficulties which have become apparent since the beginning of the program. Some students have been found to be excellent draftsmen, for instance, some to have a real understanding and enthusiasm for the problems and techniques of planning, others to have a sensitivity of social problems and an ability to relate to groups in deprived areas, only to founder in fields which appear more remote to them, such as the humanities or the physical sciences. There is constant temptation, on the part of those directly connected with the Project, including prospective employers, to evaluate too highly the student who is talented in drafting, for example, and shows obvious interest in the field but who, because of his lack of interest and application in other subjects, is not properly "college material". On the other hand, teachers of traditional academic subjects sometimes tend to attach too little importance to occupational motivation, while they could make effective use of this force in devising teaching techniques which might relate vocational training to general intellectual development. An attempt at encouraging such coordination has been made through the interdisciplinary faculty meetings. This has proved to be an effective way, not only of promoting the project to some who are traditionally sceptical about the place of vocational education within ivy covered walls, but also of relating Urban Development Assistant courses to the broader academic areas.

A very important question presents itself, however, one which ultimately must be answered by the professionals themselves. Is the sub-professional in urban agencies to be a person who is well versed in planning techniques, and a competent draftsman only, or is he to be one who can also read, write, speak and occasionally think well enough to meet the challenges created by the reactions of the public and of the political factions inevitably involved in the urban process? The very sensitive relationship between agencies in an urban area and between these agencies and City Hall is one of which any member of the planning staff should be aware, unless he never leaves his drafting board. If, in addition, the planning assistant is called upon to engage in community organization work, these considerations become even more significant, leading all the way to possible involvement in social problems and race relations.

If the answer to this question implies that the planning assistant must indeed possess many talents, and develop many skills, then the Urban Development Assistant program becomes one of the most arduous of the junior college programs and it is not inconceivable that its standards of admission will need to become more restrictive. Paradoxically, and this trend is already evident among the brighter Urban Development Assistant students, the successful graduate will not be content to remain at the sub-professional level but will strive for further education, leading to full professional status. In this case, the original purpose of the Project will, in a narrow sense, have been defeated although, in the broader context, its scope will have been enlarged and enriched.

The experiences obtained during the past two years have, however, pointed to another facet, one which at first was considered of secondary importance, namely the training of the part-time student. Who is this person in the current group of Urban Development Assistant trainees? He is the young person in need of enough training to obtain immediate employment. He is the older person whose present occupation has become meaningless, obsolete, or non-remunerative, and who has become aware of interesting opportunities in new fields. She is the housewife, with children in school and time on her hands, and a desire to return to the labor force, with a realization that she will also

be helping her community. And finally, this person is also the present employee of a public agency who can go no further without additional training in his particular field, or even the employee who enjoys the academic experience, whether or not he intends to put it to practical use. Some of these people are actively pursuing the full college curriculum, others are interested only in the specialized courses. In all cases, they will not wait until they have obtained their degree (which, on a part-time basis, would take them a number of years) before seeking employment in urban development fields, particularly since the agencies are already beginning to offer them employment.

It may then be suggested that a pool of sub-professional personnel can be readily developed among the older persons, and that the purpose of the Project will have been well served with this group. Although it may be true that many of them lack formal education and may have considerable difficulty in obtaining it at their stage of life, the question could be raised as to whether experience and maturity might not be acceptable substitutes. If this is true, then perhaps consideration should be given to splitting the program into a full-time degree curriculum aimed at preparing students for professional studies and a shorter, certificate type of program, individually tailored to the needs of the part-time student. Because this inevitably leads to the whole matter of the role of the community college in the rehabilitation and retraining of older persons, as well as the reentry of older women into the labor force, these considerations would appear to have some importance, whether they apply to the Urban Development Assistant program or to any others in areas of obvious employment opportunities.

In conclusion, it may be safely stated that two findings are of special importance for areas considering the establishment of a program such as this:

1. *The type of assistant needed must be defined by the professionals in the area, and this definition may well differ from area to area.*
2. *The curriculum must stem from this job analysis, for it is the determining factor.*

PART IV

Results and Effects:

1. Results of the Training Program
2. Additional Opportunities Developed

RESULTS OF THE TRAINING PROGRAM TO DATE

A. Academic Achievement of Students

Between September 1964 and May 1966, a total of 34 full-time students and 41 part-time students have been or are currently enrolled in the program in the two junior colleges. Yet it can be realistically expected that only six of these will be graduated by February 1967.

This result can be explained by Chart V, which gives a breakdown of figures in terms of dates of enrollment and completion of at least one academic year. From a study of these figures, the following observations and comments may be attempted:

- The pattern of student achievement seems to be similar in both colleges.
- The attrition rate (students withdrawn failing, dismissed for academic failure, or withdrawn for personal and financial reasons) has been, during the first year, approximately 50% for full-time students. This percentage conforms to the norm for most community colleges. However, the actual figures become more pronounced when dealing with small numbers of students, in a case such as this.
- The performance of part-time students is generally better than that of the younger full-time students. This, however, is offset by a higher attrition rate within this group, due to a number of variables which cannot always be identified.

CHART V.

ENROLLMENT OF STUDENTS IN THE URBAN DEVELOPMENT ASSISTANT PROGRAM

(September 1964—April 1965)

Baltimore Junior College (B.J.C.) Essex Community College (E.C.C.)

	September 1964 Enrollment			*Students who completed the academic year 1964-1965*			*September 1965 Enrollment*			*Current Enrollment (April 1966)*		
	B.J.C.	E.C.C.	Total	B.J.C.	E.C.C.	Total	B.J.C.	E.C.C.	Total	B.J.C.	E.C.C.	Total
Full-time Students:												
Freshman	4	10	14	3	5	8	7	8	15	5	7	12
Sophomores							3	2	5	4*	2	6
Total			14			8			20			18
Part-time Students:												
Freshmen	14	7	21	10	7	17	7	6	13	9	6	15
Advanced standing							4	2	6	3	2	5
Total			21			17			19			20
Total in all classes			35			25			39			38

* one student joined the program in the sophomore year.

ANTICIPATED GRADUATION

(Full-time students only)

	Baltimore Junior College	Essex Community College	Total
June 1966	2	1	3
February 1967	2	1	3
Total	4	2	6

* The conclusion that Urban Development subjects are being taught at a level below ordinary academic standards is one which can safely be refuted. On the contrary, one of the major difficulties experienced by Urban Development instructors has been that of bringing the teaching of highly sophisticated planning techniques to the level of college freshmen. These subjects are usually taught in graduate schools. They must now be adapted to junior colleges.

- Urban Development Assistant students who fail usually do this in academic subjects other than Urban Development or related courses. This reinforces the premise that occupational motivation is a significant factor in academic achievement.*
- With the exception of the few who are well on the road to graduation and success, the first group of students seems to have been of a fairly low academic caliber. This was not unexpected because of the timing of the start of the project, when recruitment was undertaken at an unfavorable time of year. It must also be remembered that, at least at the junior college level, this was a new field, as yet untested and thus of little attraction for the serious student. By contrast, the second group of students appears much more promising, with an attrition rate so far of less than 20%.
- Some thought needs to be given toward establishing standards of selectivity for admission to a program of this type. Although one of the marks of a community college is its "open door" policy, it does not necessarily follow that any student should be admitted to a particular program within that institution. Undoubtedly, such a practice would further reduce enrollment figures, however it would permit a greater degree of concentration on those students who show the greatest promise of success, and thus eventually make the program that much more attractive.
- There is great need for financial assistance to be provided in the form of scholarships or special loans, over and above those available through regular college channels. A number of Urban Development Assistant students have either withdrawn or changed from a full-time to a part-time status because of financial difficulties. It is believed that a combination of selectivity and scholarship inducement would go far toward attracting a larger and better qualified group of young people.

Results, in terms of the number of graduates produced, have been disappointing. This is not unexpected, but rather follows the general pattern for most junior college career programs in new fields. The reasons are numerous, with the most significant one possibly being the lack of certainty that such training would lead to significant and rewarding careers. Some encouragement then may be gained from the current and prospective employment picture which is developing at a rate far greater than originally anticipated.

B. Employment of Students

This area had not been included in the original Project plans since it was believed that placement efforts should mainly be concentrated on the field work program and on the eventual employment of graduates. However, two factors have changed this picture to the extent that the Project Director is now engaged in considerable development of job opportunities for undergraduates, both full-time and part-time students:

1. The demand from planning agencies for personnel, even for those having only a minimum of training.

2. The demand from students for immediate employment. As this concerns full-time students, it is often a case of real financial necessity. Although they are discouraged from working more than 10 to 15 hours a week while attending college, it has been found that jobs in planning agencies are now the most attractive to them. The agencies have encouraged this and have even, in a few cases, altered their employment practices to make room for part-time employees.

In addition, several of the part-time students, who had previously been fully employed in other occupations or, as in the case of some women, not employed at all, have obtained jobs in local agencies. The picture to date is as follows:

- Two Urban Development Assistant sophomores are working part-time in two different agencies, the Baltimore City Department of Planning, and the Regional Planning Council.*
- Three of the part-time students who enrolled in 1964 are now employed by a planning agency and a private developer. One of these is a middle-aged woman whose previous background had no relation to this field.
- One part-time student, a middle-aged man who enrolled in 1965, has changed his occupation and is employed in a full time capacity at the Regional Planning Council.
- In addition, a total of eleven part-time students already were members of staffs of agencies and are looking forward to promotion as a result of their Urban Development Assistant training.

This employment pattern is an expanding one and appears to be mainly limited by: (a) the difficulty some agencies experience in establishing part-time positions and fitting these within their budgets, and (b) the salary level at which such personnel can be employed which is relatively low compared to industrial wages. This is particularly significant when it applies to the older part-time student who is probably accustomed to earning much more in another occupation, and who usually has a family to support. On the other hand, such a person can often bring to the job knowledge and competence gained through experience in the working world, these being factors difficult to translate into job descriptions or salary considerations. Since most of these jobs are in public agencies, subject to civil service requirements, a solution to the problem does not appear too promising.

It can be safely concluded, however, that the paradox of few students versus many employment opportunities is a healthy one. It bodes well for the future of a program such as the Urban Development Assistant project, and it should be capable of resolution through more intensive recruitment practices and greater recognition of the importance of the planning sub-profession.

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* It is interesting to note that, in the latter case, this was the locale of this student's field work experience and that he has been promised the first of the *Planning Assistant* positions in that agency, as established by the State of Maryland, upon his graduation in June 1966.

ADDITIONAL OPPORTUNITIES DEVELOPED BY THE PROGRAM IN THE COMMUNITY

After two years of operation of the Urban Development Assistant program, it can be confidently stated that any program connected with urban affairs, even though its emphasis may be academic, will involve both the persons connected with it and the colleges themselves in issues pertaining to the surrounding community. The necessity to consider the role of the colleges in the affairs of this community, and the realization that the development of such new career opportunities affects the very image of these colleges have emerged as by-products of the Urban Development Assistant project. As a result, the Project has, on several occasions during the past months, acted as a catalyst in the development of a few significant activities, both inside the colleges and outside them, within an arena encompassing other institutions, other agencies, and other individuals.

It is greatly to the credit of the Urban Renewal Administration and of other agencies supporting the Urban Development Assistant project, that broad latitude was accorded to the Project Director in devoting time and effort to the pursuit of parallel activities, regardless of their immediate relevance to the Project. Thanks to this enlightened attitude, a number of interesting developments have occurred within the Baltimore area. Although these would, no doubt, have eventually taken place regardless of the establishment of the Urban Development Assistant project, perhaps some credit can be taken by the Project in having set the proper stage in some cases, or in having provided the necessary backdrop in others.

1. *The Community College as an Urban Institution*

Since, by definition, the community college is geared to meet the educational and vocational needs of its area, it should go almost without saying that an *urban community college must be* constantly aware of the problems of the city, and constantly attuned to the voices of the urban community. However, this is not always the case. Traditional academic aloofness is sometimes reflected throughout a faculty composed of university graduates. Rigid disciplines, established centuries ago, often do not have enough flexibility to extend into areas where the need is for new and sometimes radical intellectual approaches. Rightly or wrongly, this attitude reaches down to the level of the secondary schools and to the students themselves who do not always have a clear understanding of the relation between knowledge obtained in college and action required of them as citizens of today's urbanized society.

The Urban Development Assistant program, in two community colleges, was something new. It required active cooperation with outside agencies; it required the recruitment of a part-time faculty which was not primarily academically oriented; it demanded demonstration of the effectiveness of the program in relation to personnel needs in agencies which are coming more and more into the limelight; it suggested to instructors of traditional subjects that some of their students would use the knowledge imparted in their courses for work in tackling the problems of the city. Finally, it brought demands from different agencies for similar training programs which would meet their own needs for personnel.

Responding to this challenge, the two colleges reacted in this way:

Acting upon a direct request from the Baltimore County Department of Welfare, Essex Community College developed a curriculum to train sub-professionals in social work. Another "first", at least in the Baltimore metropolitan area.

Acting upon a direct request from the Community Action Agency, Baltimore Junior College developed two different programs to train professional assistants for work in community centers of the "action area", in the war on poverty. One of these is a non-degree, in-service program; the other will be a degree program which will also include general sub-professional training in social work.

Baltimore Junior College will soon establish a Recreation curriculum to train recreation leaders. Essex has initiated the first Law Enforcement curriculum in the State.

Baltimore Junior College added to its traditional faculty committees an Urban Affairs Committee composed of teachers in a variety of disciplines, whose efforts are focused on the role of the College in its urban setting. Programs on urban affairs for faculty, students, and the community are being developed by this Committee, and a proposed "Upward Bound" project for the College was a direct result of work done by its chairman. Plans now call for a new inter-disciplinary Urban Affairs Department in order to coordinate all of the various public service curricula.

Although it must again be stated that the Urban Development Assistant program was perhaps merely the first to reflect a new trend, still its influence within the two colleges has been of significance.

2. *The Community College as a Member of a Larger Family of Urban Institutions.*

While trying to develop resources for the Urban Development Assistant program, it became apparent that, although a number of educational institutions in the Baltimore metropolitan area are engaged in studies and programs related to urban affairs, there was a considerable lack of coordination and of communication between these institutions, and between these institutions and community agencies and organizations. Some efforts were being duplicated, others were going unnoticed, and others were simply not being exerted in areas of obvious need (e.g. the training of key personnel, or evaluative studies which could effectively be made only by a university). A few institutions were in noticeable need of a little "prodding" in order to make their resources available to community action groups.

With this realization in mind, Essex Community College obtained the financial support of the Sears-Roebuck Foundation and the cooperation of five other colleges, and organized two area-wide conferences for the purpose of exchanging information, discussing needs and opportunities, and exploring the possible coordination of efforts relating to urban problems and to social action. Seventeen universities and colleges of the Baltimore metropolitan area participated in the first of these conferences, held in March 1965, and these, plus twenty-nine community agencies and organizations participated in the second conference, held in May of the same year. As a result of these meetings, it was proposed that a Higher Education Council on Urban Affairs, whose membership would include all institutions of higher learning in the Baltimore area, be established. Its goal would be to carry out on a continuing basis the purposes of the two conferences, including the possible establishment of cooperative ventures in areas of research, training and action, as these relate to urban problems. To date, the preliminary work necessary for the establishment of this Council has been done,[1] and the proposal will officially be presented at a meeting of all college presidents of the area.

3. *The Community College as a Participant in Community Action*

In the development of resources for the Urban Development Assistant program as mentioned above, relations were firmly established with several non-governmental organizations, resulting in the start of community projects of some importance. The relationships with the Baltimore Area Chapter of the American Institute of Planners and with the Citizens' Planning and Housing Association have been especially noteworthy. Activities have ranged from work on educational committees to direct community action, of which one example involving Essex Community College is of particular interest.

This college, located in a highly industrialized, densely populated area, is acutely conscious of its mandate to a population which is, for the most part, composed of blue-collar workers, where the educational and cultural levels are fairly low, and where apathy in political or civic matters is all too apparent. In some sections of this area, living and housing conditions approach those found in the

inner city slums. In others, crime and juvenile delinquency abound. And yet it is, in the words of one of its residents, "the forgotten child of the County", where little effort has been exerted to date on the part of the authorities to improve living conditions, and where residents appear ignorant of the political power of community organization.

A small group of concerned residents appealed to the Citizens' Planning & Housing Association which, in cooperation with the educational committee of the local A.I.P. chapter, turned to the College and asked for programs of information and education about local government, planning, renewal, community organization, etc. Using the resources of its faculty, the expertise of the Urban Development Assistant part-time faculty, and the community contacts established by the Urban Development Assistant program, the College is now in a position to plan community workshops, seminars or extension courses especially geared to provide the needed educational background for action programs in this particular area. Possibly, some Urban Development Assistant students may elect to do their summer field work in this locality, under the direction of the Baltimore County Department of Planning.

For the colleges, the training of Urban Development Assistants is then far from being a program of limited scope. Although its original concept involved a high degree of specialization and might have appeared to fit within a narrow sphere of the total college program, it has proved to have had extensions leading to broader involvement of the colleges and of their communities, in many phases of urban affairs.

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[1] Franz J. Vidor, *A Proposal for a Higher Education Council on Urban Affairs in the Baltimore Region.* February 1966

PART V
Conclusions

While final evaluation of the Urban Development Assistant Project must be postponed until the permanent placement of graduates has been used to test its effectiveness, a few general conclusions and recommendations may be offered. The following statements are based on observations made and results obtained during the past two years. Indications are that few, if any, significant changes may be expected during the next year, within the context of these remarks:

1. *The planning profession has been and should continue to be deeply involved in the program at many levels.* Any successes which have been achieved are a direct result of this involvement, particularly in terms of job definitions, curriculum development, and the eventual placement of graduates. The recruitment of part-time faculty from among professional planners has been a particularly satisfying means of obtaining these successes.

2. *Well defined relationships between the colleges, the agencies and other pertinent sections of the community are essential.* Their importance must be considered in all aspects of the program, if this curriculum is to produce competent graduates who will meet personnel needs in urban development activities.

3. *Precise working relationships with the administrative structure of both colleges are important,* since this project is a curriculum which is an integral part of two colleges' academic programs, as well as an endeavor at meeting certain community needs. The position of the Project Director is here a particularly sensitive one, with the responsibility of ultimate coordination of the resources of the two colleges.

4. *The development of the curriculum is primarily dependent upon the description of jobs for which graduates will qualify.* Since the nature of these jobs may progressively encompass new areas, as the complexity of urban problems increases, the curriculum has been and remains subject to change.

5. *Field work, as a training technique, has been of proven value.* It has also been an effective means of testing the program in terms of practical application of the theoretical instruction. Results thus obtained have indicated so far that the training program is adequate for work expected of sub-professional planning assistants. In addition, the field work program has provided an excellent way of surveying the job market and of obtaining the interest and cooperation of future employers.

6. *There is difficulty in recruiting students.* This appears to be due to lack of knowledge and understanding of the fields of planning and urban development, within the general public. Those few students who are in the process of successfully completing the program are, however, already being employed by the agencies, and their eventual permanent placement appears assured.

7. *The program appears to be an effective means of job retraining or upgrading,* as indicated by the number of part-time students who are being increasingly recruited, and employed by the agencies.

8. *The Urban Development Assistant Project has led to an increasing awareness of urban affairs by the institutions of higher learning in the Baltimore metropolitan area* by relating the two colleges to affairs of the community. The activities of the Project have inevitably uncovered other needs for educational services, and have contributed to the establishment of related training programs and of cooperative arrangements with other institutions and with community groups.

Finally, it can be concluded that, after two years, the Urban Development Assistant Project has already pointed to the effectiveness of the training program and has made a successful start in testing it.

APPENDIX

A. Job Description of Project Director

B. Description of *Urban Development* and other courses

C. Reproduction of project brochure

D. Reprint of newspaper feature article and editorial

APPENDIX A
JOB DESCRIPTION

JOB TITLE: Director of the Urban Development Assistant Project

Function

To be responsible for the organization, operation and evaluation of the Urban Development Assistant Program, a cooperative demonstration project of Essex Community College and Baltimore Junior College, financed by the Urban Renewal Administration, the Regional Planning Council and the Greater Baltimore Committee.

Duties

Under supervision of the President of Essex Community College, who is the Administrator of the Project, and in consultation with the President of Baltimore Junior College, and with the chairman of the Advisory Board to the Project:

1. Develops and schedules the curriculum.
2. Acquaints agency officials, high school counsellors and teachers, students, and potential employers and others with the program, and solicits their continued support.
3. Recruits students and teachers.
4. Develops field work assignments for students in operating agencies.
5. Initiates planning for and subsequent placement of graduates.
6. Supervises the operation of the program including acting as liaison between the two colleges.
7. Develops and initiates evaluation procedures.
8. Prepares and publishes quarterly, interim and final reports.
9. Promotes the project and its results in pertinent agencies, organizations and professional societies, both locally and nationally.
10. Engages in related public relations activities involving the Project directly or indirectly.
11. Encourages the active participation of the College in public activities involving community development, both physical and social, by acting as liaison between the colleges and civic and service organizations.

APPENDIX B

DESCRIPTION OF URBAN DEVELOPMENT AND SELECTED OTHER COURSES

Urban Development

101-102—Survey of Planning (3-3)—
Three hours a week; two semesters

Review of the purposes of community planning. Familiarization with the methods and techniques of formulating and actuating city, metropolitan, and state and regional planning and urban renewal, the characteristics of a sound community plan, and the ways in which planning affects the individual and how the individual affects planning.

103—Urban Planning Drafting (3)—
One hour lecture, 4 hours studio work; one semester

Basic drafting for urban and regional planning work. Discussion on the purposes and functions of data maps with emphasis on the reference and survey materials needed to produce them. Familiarization with the evolution of the design plan. Practice in drawing maps and plans, gaining experience in the use of drafting instruments, materials, and techniques.

201—The Community and Its Organizations (3)—
Three hours a week; one semester

Study of the main community non-governmental agencies and volunteer organizations affecting the nature, character and development of the metropolitan area. Emphasis on the interrelations of these groups as determinants of the total development of the urban community. Familiarization with their methods and techniques of operation.

204—Graphic Presentation (2)—
One hour lecture, two hours studio work; one semester

The purpose of the course is to enable the student to understand and effectively present data in graphic form. Familiarization with and practice in the presentation and interpretation of pictographs, line drawings, graphs, simple layouts, tracings, overlays, charts, maps and other techniques for direct graphic presentation of ideas. Brief analysis is also made of graphic misrepresentations.

Geography

106—Urban Geography (3)—
Three hours a week; one semester

The origin of cities and a study of the elements of site and location with reference to cities. Theories of land use differentiation within cities will be appraised. The land use survey and mapping techniques will be investigated. Other topics examined: the general nature of city structure; commercial, industrial and residential; the functions of a city; blight and renewal; the urban fringe.

Sociology

102—Urban Sociology (3)—
Three hours a week; one semester

An analysis of social problems resulting from current social changes, both technical and cultural. Emphasis is on problems relating to urbanization, race relations, juvenile delinquency, crime, intergroup relations, mass media, and mental health. Students are expected to make community studies of local phases of selected problems; field trips and guest lecturers are scheduled.

to be a planning assistant

in the
URBAN DEVELOPMENT ASSISTANT PROGRAM
at ESSEX COMMUNITY COLLEGE
or BALTIMORE JUNIOR COLLEGE

UDA student on a field work project in Harlem Park

the URBAN DEVELOPMENT ASSISTANT PROGRAM *is conducted*

at ESSEX COMMUNITY COLLEGE
or BALTIMORE JUNIOR COLLEGE
Day or Evening Sessions

For further information, description of courses and application for admission, write to:

ESSEX COMMUNITY COLLEGE
Baltimore, Maryland 21221
MU 6-1200
or
BALTIMORE JUNIOR COLLEGE
2901 Liberty Heights Avenue
Baltimore, Maryland 21215
523-2161

facts about:

ESSEX COMMUNITY COLLEGE

Essex Community College was established in 1957 to provide two-year, low-cost liberal arts and technical education programs for residents of Baltimore County. Courses, open to both men and women, are offered in day and evening sessions and lead to the Associate of Arts degree.

The college is housed at present in the Kenwood High School and in buildings on Dorsey Avenue, in Essex. Plans are underway for the development of a 135 acre campus to be opened in 1967.

In addition to its academic program, the college offers many extra curricular advantages including sports, social functions, lectures and other cultural opportunities. Students benefit from the enjoyment of the music, libraries, museums, theatre and other rich cultural activities of the greater Baltimore area.

BALTIMORE JUNIOR COLLEGE

Baltimore Junior College, located on Liberty Heights Avenue, was established in 1947. Its purpose is to open the way to higher education for all able students from all parts of the city, so that they may increase and realize their capacities and so that Baltimore may have a reservoir of educated and trained citizens to meet its employment, civic and cultural needs. Sports, social functions, inter-collegiate conferences, lectures and other events are open to men and women students. The college also maintains an FM radio station which is operated by students.

Construction of three new buildings at a cost of $7,400,000.00 was completed in the fall of 1965. Programs, leading to the A.A. degree, include liberal arts and technical subjects, in day and evening courses.

what is a planning assistant ?

The Planning or Urban Development Assistant is . . .

. . the "right hand man" of the professional city planner . . .

. . a member of a team of skilled professionals and technicians who are engaged in city, county and regional planning, in urban renewal and community organization, in private development and property management, or in many allied fields related to the future growth of urban areas.

He, or she works . . .

. . on land use surveys . . .

. . on information necessary for base maps . . .

. . on making models and designing displays for new developments . . .

. . on programs to inform the public and to promote good public relations . . .

. . on projects of community organization, public information, recreation, in urban renewal areas . . .

. . in specific areas such as roads, traffic, public works . . . or even in many private activities involving physical and social urban problems.

the training program

A two-year junior college course, leading to the Associate of Arts degree, which . . .

includes basic courses in arts and sciences;

offers new technical courses in the physical and social aspects of urban development, taught by specialists in these subjects;

provides practical training consisting of field work done with local planning and urban renewal agencies;

. . . . . opens the door, upon graduation, to:

career opportunities

City and regional planning, urban renewal and urban sociology are relatively new fields, arising from the needs created by an expanding population and an increasingly complex society.

The Urban Development Assistant Program was established in order to meet the needs for trained assistants to city planners and urban development specialists. It is an entirely new project, conducted by Essex Community College and Baltimore Junior College, with the cooperation of state and local planning agencies and private urban development organizations.

The Urban Renewal Administration, a federal agency, has awarded a financial grant to this program, for the purpose of making it a demonstration project which may eventually become a model for other cities.

An important part of this program will be the placement of graduates in positions within the Baltimore metropolitan area. Local planning and urban renewal agencies have indicated that many such opportunities for employment are already available.

From this start in his career, the Planning Assistant will have an opportunity for rapid advancement in terms of salary and increased responsibility, as a result of the application of skills developed during the two year training course.

who is eligible for admission to the urban development assistant program?

YOU . . . if you are graduating in good standing from high school this year.

YOU . . . if you are already working in the field of city planning or urban renewal and wish to enhance your career opportunities by furthering your academic and technical education.

YOU . . . if you are a high school graduate and wish to change your present field of employment for a new, challenging career.

The EVENING SUN — METROPOLITAN — SECTION

PAGE B1 BALTIMORE, TUESDAY, DECEMBER 29, 1964 PAGE B1

Rise In Carroll School Population Expected

Demolition Proposal Sought

(From a Staff Correspondent)

Annapolis, Dec. 29—A proposal that this city adopt regulations to prevent or delay the demolition of historic buildings will be placed before the City Council at its next regular session on January 11, Mayor Joseph H. Griscom, Sr., said today.

Mayor Griscom emphasized that he has not yet decided for or against the idea, but would bring the matter up for full discussion at the next Council meeting.

Urges New Law

The proposal was made by Mrs. J. M. P. Wright, president of Historic Annapolis, Inc., who urged city officials to pass a new law, if necessary, to protect such structures.

In a statement criticizing the Building, currently under way here, Mrs. Wright said "this sad event points up the need for such regulations in Annapolis."

The Munroe Building, erected in the mid-Nineteenth Century at Main and Francis streets by James Munroe, a dry goods merchant, is being torn down to make way for an office structure.

Mrs. Wright said it is listed at City Hall on the preservation map prepared by her organization.

"However," she noted, "the demolition permit was granted without informing the owner of the importance of the building."

Nor was the historical society notified of the pending move, the president said.

Need Regulations

"This whole matter" declared Mrs. Wright, "points up the need for regulations concerning historic buildings.

"Many towns have ordinances to prevent or delay demolition of historic structures.

"We can have progress without demolishing important structures. If the owner of the Munroe Building had known of its importance, we are sure the history would have had a different ending."

Mrs. Wright said an attempt will be made to obtain parts of the old building's exterior woodwork and "other architectural details."

These will be "photographed and numbered for posterity," she noted.

Before its purchase by a Washington (D.C.) business man, the Munroe Building housed a Western Auto Associates store.

'Y' Schedules 3 Programs

Three program series, ranging from French conversation and viewing of crafts demonstrations to attending travelogues, will be presented by the Y.W.C.A. of Annapolis and Anne Arundel county at the Y.W.C.A. Building, 40 State circle, beginning in January.

Mrs. George T. Staubinger, a native of St. Cloud, France, will teach the ten-session course on French conversation for both beginners and those wishing to brush up on their French starting January 13. All sessions will be held from 8 P.M. to 10 P.M. Wednesdays.

The travelogue series, called "Round the World," will involve slides and movies narrated by persons who have visited the subject areas.

Mr. and Mrs. Manuel Rosen will begin the series January 11 with a program on Israel and Switzerland followed by Stewart Winterson describing Thailand and Bangkok January 18.

Armon Doss of Linthicum will narrate slides on South America January 25 with the program series ending when Mrs. M. K. Price discusses Norway, Sweden and Denmark February 1.

Mrs. Warren Taylor, a graduate of the Pennsylvania Academy of Fine Arts, will begin the series of five craft demonstrations January 14 with a program on mosaics. Each of the programs will be held

Everything Is Ship-Shape for Joppatowne

This aerial photograph of Joppatowne shows dredged waterways with concrete U-shaped bulkheads already in place, shaping up its new waterfront lots and marina. The marina, when finished will provide docking space for 250 pleasure craft. Also taking shape is the waterfront area of Joppatowne's Towne Center and several miles of interconnecting canals and lagoons. The vast complex is being developed by Paulin & Co. and will provide modern housing for 18,000 persons by 1970.

Urban Development Aide Training Program Is Experiment At B.J.C. And Essex College

By Samuel Tilghman

An experiment now being conducted by two area colleges may result in the establishment of an urban development assistant program in community colleges throughout the country.

A two-year course of study in urban development being offered for a three-year trial period at the Essex Community and Baltimore Junior Colleges has received the indorsement of planning officials from many areas.

The course is designed to train assistants to city planners, administrators and other specialists in real estate, architecture, finance, social services and others who are engaged in urban development operations.

The program is under the supervision of Dr. Moses S. Koch, president of the Essex college, assisted by Dr. Harry Bard, president of Baltimore Junior College, and an advisory board of city planning officials and other specialists.

Extensive Research

The need for such a program was determined after extensive research carried on both locally and nationally by Dr. Koch, in cooperation with officials from other academic institutions and from agencies engaged in urban development activities.

Mrs. John P. Woolley, former associate director of the United Nations Association of Maryland and acting executive secretary of the International Students Association of Maryland, is director of the U.D.A. project.

The Urban Renewal Administration has provided the bulk of funds for the $50,000 program, with financial assistance from the

DR. MOSES S. KOCH

MRS. JOHN P. WOOLLEY

Greater Baltimore Committee and the Regional Planning Council.

The curriculum, leading to an associate of arts degree, began last September. Specialized courses are taught by professionals from local planning and renewal agencies.

Offers Employment

In addition to providing trained assistants in the rapidly growing urban renewal field, the program will offer employment for a lot of young people, one urban planner feels.

Edward W. Wood, Jr., program coordinator for the community renewal program in the Baltimore Urban Renewal and Housing Association, says most planning technicians now are drawn from the ranks of draftsmen, high school graduates and students who have quit college.

"Most have had to learn the planning vocabulary and skills on the job," says Mr. Wood, who also teaches a survey of planning course at the Essex and Baltimore junior colleges.

"This curriculum will save on job training on the part of the professional planner," he adds, "and allow the technicians to move ahead at a faster rate professionally.

"Certainly there will be employment for turban development assistant program graduates. Planning offices are crying for these kinds of skills."

The Need Increases

Mrs. Woolley, much of whose work will be with agencies involved in city planning and urban renewal work, emphasizes the increasing need for training not only in the physical but the sociological aspects of city planning.

"There is a great lack of assistant personnel in the fields of social and recreational community development," she says. "Health, and possibly educational, opportunities are almost limitless."

At present, she notes, there are 35 planning assistant students in the 2 colleges—17 full-time and 18 part-time students, many of them draftsmen who want to advance. The project will be evaluated several months after the first graduates enter the field.

Positions in the Baltimore area available for graduates of the U.D.A. program include those in the fields of planning, urban development and renewal, public housing, real estate, property administeration and private, commercial, industrial and public development.

Other Positions

Positions also would be available in the fields of public works, health and protective services, administrative control, community and human relations activities and nonprofit political, philanthropic and improvement organizations.

Mrs. Woolley predicts that many more positions in each of these fields will be created following the expansion of present urban renewal and development programs.

At the end of the three-year period a report on the pilot project will be published and circulated nationally to serve as a guide to other colleges interested in urban development activities.

"The U.D.A. program," Mrs. Woolley says, "is a new one for the field of city planning—in every sense a pilot project. It would require a new civil service classification as planning assistant.

"Our aim is to show that this is a valuable program and an essential one for junior colleges, particularly in urban areas."

New Marine Policemen Receive Assignments

The Maryland Marine Police Academy has graduated eight students who have been assigned to the Department of Chesapeake Bay Affairs, Marine Police Division.

history as well as maritime classes.

In addition to the regular curriculum two new classes were added this year. They were radiological monitoring and fire

U.M. Schedules Dentistry Class

Art Courses Set At Towson

Six art courses will be offered evenings during the spring semester at Towson State College. They range from undergraduate courses in design to advanced studio courses at a graduate level.

The art courses are among the more than 90 graduate and undergraduate courses offered this spring by Towson State's Evening College.

Art course offerings include: Fundamentals of design, the art of puppetry and marionette production, oil painting and related media, etching and relief printing, art and the child, and advanced studio.

Advanced registration for persons whose last name begins with A through I will be held January 26; for J through P January 27; for Q through Z January 28. Classes begin the week of February 1.

W. T. Grove Heads Maryland Yacht Club

William T. Grove has been named commodore of the Maryland Yacht Club, Pasadena.

Other officials are Earle Kirkley, vice commodore; Dr. Paul F. Guerin, rear commodore; John Eney, fleet captain; Homer Ulrich, secretary, and Theodore Ward, treasurer.

School Board Says $4,765,000 Will Be Needed

By Robert Wright

Westminster, Dec. 29—The Carroll County Board of Education has released a study which indicates county public school enrollment will increase nearly 30 per cent from 1965 to 1970.

To handle the additional students will require $4,765,000, the study said.

The study, made early this month by the board, estimates that total enrollment will climb during the next five years from the present 12,431 to 16,157, an increase of about 5 per cent a year.

The largest forecasted expenditure in the study was $2,200,000 for the building of a new high school in the Mt. Airy-Sykesville area. Schools in Mt. Airy and Sykesville would be relieved of grades 10, 11 and 12.

Student Transfer

The new school would also make possible the transfer of more than 100 pupils from the present Westminster High School and eliminate the need for any construction at either Mt. Airy, Sykesville, or Freedom Schools.

The study said:

"It is apparent — that additional classrooms, probably eight, should be added to the Mechanicsville Elementary School.

"This will help to accommodate grades one through six in the present area—and help in avoiding, at present, new construction for elementary schools [in the area.] Estimated cost for eight room addition—$160,000.

"Immediate" Purchase

"The Westminster school buildings will be adequate in 1965-1966 to house the expected enrollment using all available buildings — Westminster Elementary, Robert Moton, East End, Westminster High, William Winchester, Westminster Jr., and West End."

The report also recommended "immediate" purchase of additional land to "protect against price increases and to insure convenient and proper location."

The proposed land purchases would require about $75,000.

Gymnasium Needed

"A new gymnasium is badly needed and indicated for the Westminster High School. Estimated cost, $400,000. Classrooms will also need to be added to the Westminster High School. Estimated cost $300,000 to $300,000.

"It is apparent that a 20-24 room additional building will be required in Westminster. Estimated cost is $300,000."

The report continued:

"Additions to existing buildings in Westminster do not seem wise or expedient other than to the Westminster High School. Expenditure of approximately $1,275,000 for school buildings in Westminster is a modest estimate including land purchases, gymnasium, addition to Westminster High School and a new elementary school."

Population Increases

The study also said that population increases will necessitate either an addition for an auditorium, cafeteria and library to the Sandymount School, or the construction of a complete new building. The addition would cost an estimated $50,000 to $60,000, while the new building would cost about $400,000.

The Manchester - Hampstead

[Continued Page B 2 Col. 2]

County Board O.K.'s Health Center Lease

The Baltimore County Executive Board has approved an agreement to lease a building for the Sparrows Point Health Center from the North Point Shopping Center.

The five-year lease in the renovated store is to cost the county $4,200 a year, or $1.50 per square foot.

The Sparrows Point Health Center was formerly housed in a building which the Bethlehem Steel Company had provided without charge, but the company is taking the building back for its own use.

Osborne P. Beall, director of Central Services, said he hopes the center will be able to open next month if the county council approves the lease.

Other Actions

In other actions, the executive board:

1. Approved transfer of funds for completion of the first phase of the construction of Old Court road, from Reisterstown road to Park Heights avenue, and the start of land acquisition for the second phase, which is to carry the road over to the Western Maryland Railroad tracks.

2. Approved the transfer of $800,567 for reconstruction of Back River Neck road from Eastern avenue to Hyde Park road.

Work on the 1.2 mile stretch of four-lane highway is to begin next summer, and Drummond & Co. is the low bidder on the contract.

3. Allotted $66,033 for construction for the Millers Run sewage pumping station.

Construction of the station will enable properties along the Baltimore National Pike west from Rolling road to be sewered, and the funds are to be repaid to the county in area connection charges by the land owners.

17 Honored At W. Md.

Seventeen seniors at Western Maryland College, Westminster, have been selected for inclusion in "Who's Who in American Colleges and Universities."

They are: Catherine E. Arendt, Baltimore; Thomas R. Bloom, Chevy Chase; C. Dianne Briggs, Clinton; Mara E. Dilson, Summit, N.J.; Ronald D. Hibbard, Merritt Island, Fla.; E. Joy Holloway, Florham Park, N.J.; Warren R. Jelinek, Kinnelon, N.J.; Judith A. Jones, Baltimore; Lester J. Knepp, Fort Knox, Ky.; Benedict E. Laurence, Hanover, Pa.; E. Roberta Love, Lonaconing, Md.; Antonio Magnotto 3d, Oxon Hill; Thomas M. Michaels, Jr., Hanover, N.J.; Barbara B. Petschke, Washington, D.C.; Sandra L. Roeder, Cumberland; L. Frances Thomas, Annandale, Va., and Nancy C. Whitworth, Westernport.

Members of the senior class made a preliminary selection of those to be named with the final decision left to a student-faculty committee which submitted the names to the publication.

APPENDIX D

The Sun
(Editorial Page)
July 15, 1964

First of Its Kind

Two junior colleges in the Baltimore area will begin this September to fill a nationally unmet need for sub-professional personnel in the fields of urban renewal, city and regional planning and community development. So great is the interest in the new two-year curriculum at Baltimore Junior College and Essex Community College that it has drawn the financial support of the Federal Urban Renewal Administration, the Baltimore Regional Planning Council and the Greater Baltimore Committee.

As old cities rebuild themselves and brand-new communities spring up in former countrysides, there is no question that urban development and urban renewal hold out a long-term challenge to young men and women. The things that are wrong with the worn-out hearts of cities and with the outlying sprawl of suburban growth are apparent to all sensitive persons. Urban areas need young people who are willing to train and devote their lives to doing something about eyesores and decay, enervating environments, traffic congestion, educational and cultural deficiencies and pollution.

Any course in urban planning and renewal, though, will miss the mark if it does not impress upon young people, anxious to right urban wrongs, that the human element always is with us. The line drawn on a map for an expressway or a new firehouse or a clearance project is a line drawn through human lives and businesses and neighborhood attachments. The unsightly slum is a collection of homes, and the site of a firehouse often is also the location of a storekeeper who knows no other place of business.

To train college students in elementary statistics, economic geography and graphic presentation is a good start, but the future of pleasant urban living depends on their also being guided by the fact that the statistics are people and the geography is the geography of family men and their livelihoods.